

GRADUATE

THE UNIVERSITY OF TORONTO ALUMNI MAGAZINE

GIFTS OF INTELLIGENCE

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Editor: John Aitken

Managing Editor: Margaret MacAulay

Staff Writers: Pamela Cornell, Judith Knelman **Editorial Assistant:** Anne Forte

Art Director: Andrew Smith **Production Co-ordinator:** Sandra Sarner

Layout & Typesetting: Chris Johnson

Cover Illustration: Gerard Gauci

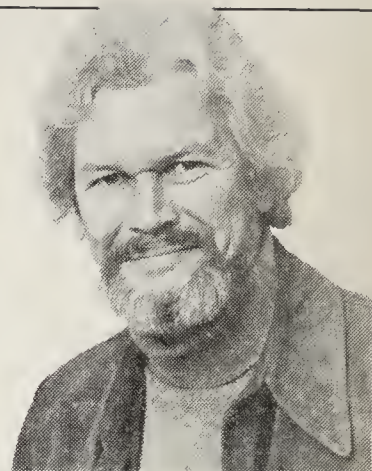
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MERGANTHALER AND ME



BY CHANCE THE OTHER DAY A PAPER CROSSED MY desk. It is by Edward R. Weidlein, associate editor of *The Chronicle of Higher Education*, and was delivered earlier this year to the annual meeting of the Society for Scholarly Publishing. It begins:

"In 1884 Ottmar Merganthaler won a patent for his Linotype machine, which became the standard technology for newspaper composition for most of the next century. But within the past ten years newspapers (and most other users of type) have made almost a complete switch from brass matrices and hot metal. With the centennial of that marvellous invention of the nineteenth century almost upon us, Merganthaler's Linotype is an antique."

I was a newspaperman for many years and used to watch with fascination these awkward, clattering contraptions which set the stories I wrote and cast them in molten lead which gleamed like polished silver until it cooled. I was a page editor at the time, the spring of 1964, and got to know a few of the men but not well: a strike was in the offing and relations in the composing room were strained.

But I felt a kinship with these men, whose craft I knew was doomed, for I had gone to a school where there was a print shop and learned to set type the old way, by hand. I had memorized the case and, holding the composing stick in my left hand, plucked each letter, each comma, each space and inserted them upside down, justifying the lines with meticulous care so that the tension of each was identical. The test came when you had filled the stick and slid the type deftly onto the stone, a polished slab of marble. With oblongs of wood called "furniture" and metal clamps called "quoins" you locked the type in a metal frame called a "chase" and lifted it — holding your breath and praying that none of the lines was loose. If it was, the type fell into a pried jumble which took hours to sort out. And since lead type was cast in reverse you learned to read it upside down and backwards. Once I was setting the *Te Deum* for a school program and set the word "and" twice, which meant I had to reset the whole passage. It was a mistake one didn't repeat.

Of course we were closer to Gutenberg than Merganthaler in technology. Later I would find the newspaper industry had advanced beyond hand setting but not by much.

The presses of the Toronto *Telegram* plant on Melinda Street were elderly when I arrived there, but once, on a visit to London, I saw the printing presses of the *Daily Express* which were, I was told, more than 120 years old! I returned to the *Telegram* and we prepared

for a move to the new building (now occupied by *The Globe and Mail*) and with it a brand new printing press but still the same old typewriters, still the old Linotypes.

Then came the strike and in the middle of the night 17 of the 34 Linotypes were quietly and efficiently removed. The next morning I watched in disbelief as the remaining machines operated themselves, like player pianos, seats before them vacant, keys depressed by invisible fingers. They were fed by rolls of perforated tape produced by freshly trained secretarial workers. It wasn't very efficient and the quality was terrible but 17 machines were doing the work of 34 and a centuries-old craft was dying.

I left the composing room to become a reporter again, for a while a foreign correspondent, and when I returned it had all become alien to me. What had taken place in the composing rooms of all three Toronto newspapers was automation rather than full computer technology, although computers were involved. Now, not 20 years later, a computer spews out an entire page of *The Graduate*, ready for the printer. If someone sets the word "and" twice a couple of keys are touched, the second "and" disappears and the other words instantly rearrange themselves.

Nor does it end here. Our equipment, though modern, will quickly become obsolete as the silicon chip, advancing at the speed of light, multiplies its own potential.

I was talking of such things to my students the other night — I teach a course in magazine editing — and one of them asked me if the new technology had altered my job. Her question gave me pause.

Not really, I said. It has quickened the pace and it has eliminated most of the labour of production, but it doesn't help me with ideas, it can't *think* for me. But it is efficient and there lurks a danger. What I fear is that in the interests of economy and speed, editors will be seduced into assuming more of the production role, spending more time at computer terminals and less in reflection and the pursuit of creativity.

Already consumer magazines are becoming products of demographics and surveys: bland and uniform, where once they were the egotistical expression of often eccentric, sometimes brilliant individuals.

May anarchy and imprecision prevail a little longer.

John Aitken, Editor

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GIFTS OF INTELLIGENCE

BY LYDIA DOTTO

ESPECIALLY
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STIMULATING
PRESENCE

A scientist pores over computer data in the middle of the night — a seemingly boring task, a dry exercise in numbers. But the numbers come from the Viking spacecraft newly landed on Mars and they tell the scientist that the planet's sky is not blue, as had been assumed, but bright pink.

Scientists experimentally spill a small amount of oil underneath thick Arctic ice. To their surprise, it migrates up through tiny channels in the ice and pools on the surface — leaving researchers to ponder still undetermined consequences for a large-scale clean-up, should an offshore oil rig ever “blow out” in Canada's northern waters.

A scientist rapidly scribbles calculations and concludes that if we continue to use aerosol spray cans, we could destroy much of the protective ozone layer that shields us from the sun's lethal ultraviolet radiation.

Where does it come from, the fascination with what makes things tick?

For scientists, as for other artists, it often begins in childhood. And, for many, the enthusiasm of an adult provides the initial push. Zoology professor William Friend says that most of the scientists he knows had a role model who “sparked them” as children.

Mathematics professor Ed Barbeau still recalls being fascinated by a mathematical puzzle his grandfather showed him when he was five years old. Astronomer Tom Bolton, who grew up in a small prairie town in the U.S., remembers spending long evenings talking with his dad on the front porch as they watched the sky together; the first word his parents taught him to say was “moon”. Friend remembers a natural science teacher who kept her classroom open every day after school; her enthusiasm aimed at least a dozen people into scientific careers.

It doesn't take a lot of money, and it needn't take an extraordinary effort to pique a child's interest. Ordinary events — a visit to the zoo, a fishing or camping trip —

can provide useful opportunities. But, says Friend, “you've got to do some homework to make things interesting. There's got to be a story behind the whole thing.”

How much more intriguing a walk in the park would be to a child who realizes that the birds aren't just singing — they're giving out warnings (“Cat! Cat!”) or defending their territory (“Mine! Mine!”) or calling for a mate.

The main thing to remember is that the gift of your time and enthusiasm will be as important, if not more so, than all the games and toys you can buy. In fact, says Friend, without the added ingredient of continued involvement, the fancy packages may well convey the message: “Here, kid — go away. I'm not interested.”

And, despite advertising hype and the technological ambience in which we live, the things you buy need not be elaborate or expensive. Simple toys can illustrate important scientific concepts.

A 28-cent toy popular with young children — a “spinning satellite balloon” that emits a whining noise as it deflates — can be used to show the changes in pitch that occur as air comes out of the balloon increasingly fast and also to illustrate the Doppler effect. (The sound increases in pitch as it moves towards you and decreases as it moves away; this is because the number of sound waves hitting your ear drum per second changes as the object emitting the sound moves.)

A lot can be learned about aerodynamics from a \$4.95 kit that shows how to build several different kinds of airplanes out of Big Mac hamburger containers. The magnetic properties of repulsion and attraction can be demonstrated with a little cat-and-mouse toy for \$3.49.

This theme was echoed by zoologist Friend and astronomer Bolton, both of whom recommend parents buy their children binoculars before expensive microscopes or telescopes.

Lydia Dotto is a freelance science writer.

Friend says that a pair of \$20 binoculars with good optics, a low (40 power or less) dissecting microscope, or even a \$15 pocket magnifying glass are much better for children than expensive, higher-powered devices which are almost impossible for a child to hold steady. High power (150 to 1,000 power) microscopes, which can cost \$1,000 or more, are "just about useless" to amateurs. They need an intense light and, with high magnification, a child will see only a small portion of the object under the microscope — perhaps only a few cells — and may not be able to understand it or relate it to the whole. "The kids don't know what they're looking at."

As for telescopes, Bolton says that many good amateur observers don't even own one. A good pair of binoculars and a tripod will do nicely, Bolton notes, since binoculars have a wider viewing field, making it possible to see more of the sky at one time. "I get more fun out of looking at the sky with binoculars than I do with a big telescope." And it's not necessary to get high-powered special astronomical binoculars (which can cost up to \$600). He uses a \$20 pair of 7 × 50s.

Even a small (four- to five-inch) telescope can run to \$1,000 or more. Bolton advises parents to resist buying one immediately but instead to get a child involved in "star-gazing". Wait and see what happens — a child who starts saving money to buy a telescope is obviously keen.

A wise step at this stage, he says, would be to enrol the young observer in the local chapter of the Royal Astronomical Society of Canada, which has 3,400 members across Canada and is the "best bargain you can get". Membership, \$12.50 a year for students, covers subscriptions to local and national newsletters, lectures, a chance to mingle with like-minded enthusiasts and guidance in building your own telescope.

Those who join the 750-member Toronto chapter (established nearly a hundred years ago) can also use the chapter's observatory 40 miles north of the city. There are "star parties" that all members can attend and those who demonstrate maturity and pass a test proving they can handle the telescopes can become "key-holders", entitled to use the observatory on their own whenever they want. The fee is \$30.

Astronomy is one field in which amateurs can make a real contribution to science, Bolton says. For example, amateur observations of variable stars are invaluable to professional astronomers, who usually don't have time to make long-term observations of these little-understood objects which can change in brightness by factors of 100 over periods of several hundred days, often in non-repeating patterns.



More advanced amateurs can search for comets and supernovae but this takes patience and some luck. Planets are best observed through a telescope, although binoculars can serve for the nearer ones. And astronomical photography is a very popular specialty of many amateurs.

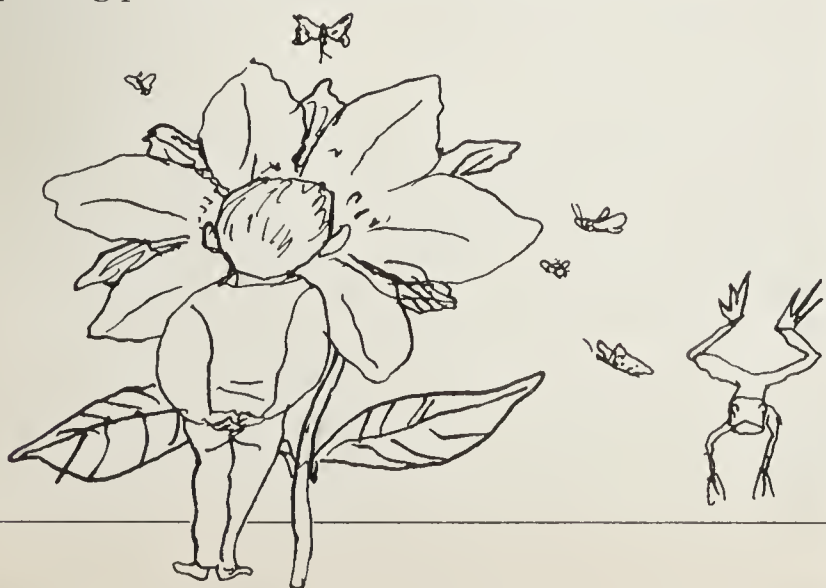
For a down-to-earth observational bent there are plants, animals and all kinds of natural phenomena.

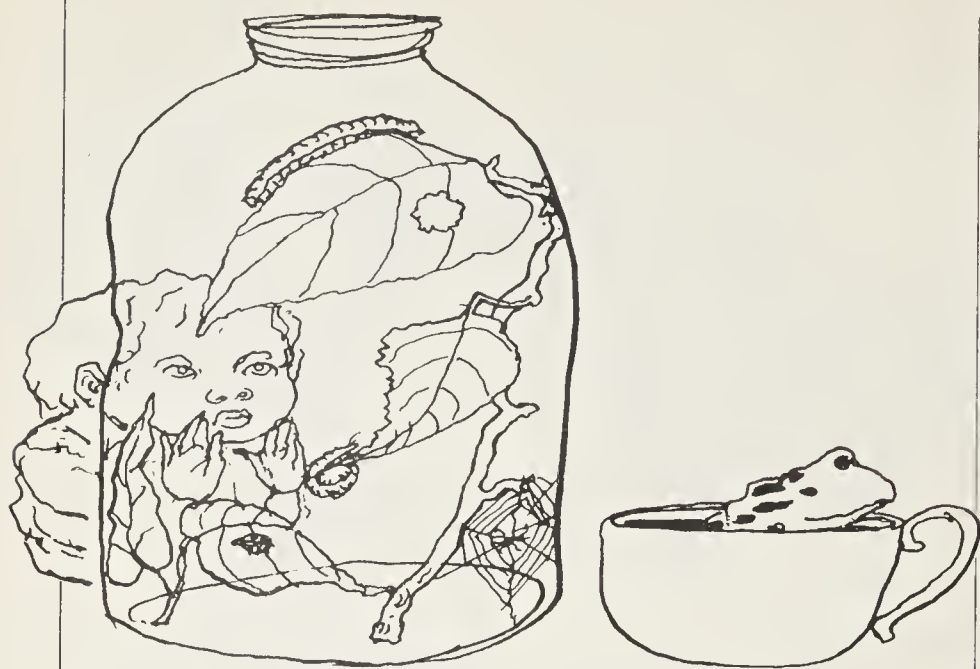
Botany professor James Eckenwalder points out you don't have to go far afield to find interesting plants. Plants growing in the back yard change with the seasons. A child can list the different plant families seen spring, summer and fall and note how the balance changes with changing light and weather.

And there are simple experiments. Pollination, for example. (You use a feather instead of a bee.) Or tie gauze bags around some flowers and see what happens if insects cannot visit them. Or test for "self incompatibility" — flowers that won't produce seeds if pollinated with their own pollen. Another experiment is to make paper flowers in different colours, some containing nectar, to see how appearance or smell attracts insects.

Eckenwalder suggests that children can compare "city" plants to "country" plants for differences in "survival strategy". Plants that grow in the city, for example, have tough tissues, the better to survive being stepped on, and are low-growing and branch horizontally along the ground, so they can't be wiped out at one shot. In a country field, you might instead find tall plants that will grow again after mowing — even though the tops are cut off, the roots are still there.

Specimens can be saved in a plant press which dries and flattens them, Eckenwalder says. The press is easy to make. You need two pieces of plywood about the size of a folded newspaper, to act as end-boards, and cardboard. Put the plants inside a folded piece of newspaper and the newspaper between two sheets of cardboard. (You can add sheets of blotting paper around the newspaper if you wish, and a layer of foam rubber which is good for pressing branches and woody plants.) Stack the cardboard sandwiches between the plywood, tie tightly with twine and set the press in a warm dry place for a few days. (It helps to change the newspapers or blotting paper every day.)





Eckenwalder says it is all right to collect specimens in unused fields outside the city but he does not recommend collecting in city parks and ravines, which may harbour isolated patches of relatively rare plants. "If you don't know what you're collecting, you may wipe out one of these areas."

During the fall, winter, or spring children can start plants in the house, to be replanted later outside. Vegetables (peas, carrots, lettuce) are good for this. In fact, the whole growing process can easily be seen if the seed is planted next to the wall of a glass container. (Line the glass with a paper towel, put the seed between the towelling and the glass and keep the towel damp.)

With animals, watching live ones is much more fun than collecting dead ones (such as bird's eggs or mounted butterflies).

"It's fascinating to have a butterfly sit on your finger and flex its wings," says Rosemary Tanner, a zoology technician. She once found a bumblebee that couldn't fly. Stranded far from the hive, it was too weak from lack of food to do more than literally bumble. Tanner took the bee outside and fed it honey from a spoon; it promptly revived and flew off.

Friend notes that live caterpillars can be interesting and inexpensive pets over the winter. They can be caught in the garden but you must catch them in the act of eating something — for example, the leaves of tomato plants — to know what to feed them. Friend suggests



the tomato hornworm ("the big green jobby") or the yellow swallowtail (black and yellow in colour, it feeds on carrots) which turns into a beautiful butterfly.

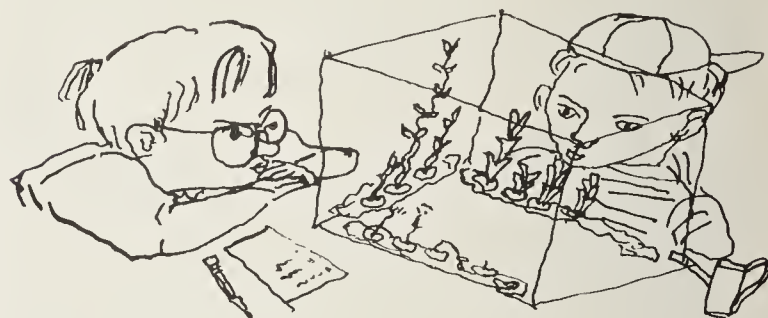
The caterpillar should be put into a cage made of fine mesh screening filled with the appropriate foliage. After munching away for a while (the length of time depends on the species) it will create a home — a cocoon or chrysalis — in which to "over-winter". (Friend says

these might have to be put outside so they will chill.)

Then, in the spring, a child can watch as moth or butterfly emerges — an ideal way of showing young children that the caterpillar and butterfly are really the same creature. This is a difficult concept for them to grasp, since most other animals don't change quite so dramatically as they grow up.

Friend emphasizes the importance of parental tolerance in such ventures. "If mother's attitude is: don't bring anything dirty into the house, this means that nature stops at the door." His own mother drew the line at live snakes and frogs in dresser drawers, but she was prepared to allow them, properly caged, to reside in his room, and even to permit tadpoles in the icebox, as long as such unconventional guests were registered in advance. It was the element of surprise she didn't like, Friend notes wryly.

Animal behaviour is fun to observe, especially if you understand the imperatives: territorial protectiveness, courting and mating. Tropical fish are ideal for this, particularly guppies. They are almost as easy to keep as goldfish and have wide variations in colour and tail formations so a child can quickly determine the parents of



newly hatched young (genetics in a fishtank). But guppies tend to be forgetful and adequate seaweed must be provided to give young fish a hiding place. Otherwise, adult fish may eat them! Siamese fighting fish could come next; they have fascinating courtship procedures not unlike those of peacocks. When the male dances and flares his fins the female can respond in two ways. If she is ready to mate her body colour grows vivid. If not, it grows dull and develops horizontal stripes. Caution: two males cannot be kept in one tank. They will fight to the death, and the victor will likely be damaged and may also die. Swordtails, too, are hardy, easy to breed and interesting to watch. They build bubble nests and if the eggs drop the swordtails fetch them in their mouths and return them to the bubble nests. Another caution: salt water fish, though much brighter in colour than tropicals, are very expensive and very difficult to keep.

Small mammals (gerbils, mice, etc.) are also good, but Friend does not recommend reptiles which are fed on insects. It's not uncommon to develop allergies to the insects fed to lizards, for example, and if a live cricket escapes you might acquire colonies in your walls.

And then there's the weather!

Kits, costing between \$50 and \$150, contain various monitoring instruments (wind vane, barometer, thermometer, rain gauge, etc.) for measuring wind speed and direction, temperature, atmospheric pressure, relative



humidity, and amount of rainfall. The kits also contain cloud identification charts and forecasting manuals.

Studying the weather is a hobby with pluses. There is instant feedback. Did it rain or didn't it? And there is an incentive to do better than the official forecast.

Observing what goes on in the world is only one part of the scientific process. Abstract thinking, deductive reasoning, the ability to apply logic are also important, but more difficult to teach.

Math can be a problem because a lot of us are afraid of it. Mathematics professor Ed Barbeau says this is a bum rap. Math is not simply adding, subtracting or solving equations but a way to communicate, a method of notation designed to express thoughts efficiently. How cumbersome — how impossible — modern technological life would be if decimals had not been invented and we were still stuck with Roman numerals.

Like other forms of communication, it has its own language. Children are usually not used to speaking this language before they go to school and there they often meet teachers who suffer from math anxiety themselves.



"Math is the easiest subject to teach badly," he says.

Parents should encourage children to recognize the usefulness of math in everyday life. If the family is taking a car trip, a child could estimate costs by working out the mileage, gas prices etc. If a room is to be painted or wallpapered, a child could figure out how much paint or wallpaper to buy.

But math can and should be fun, he says. An aficionado of mathematical games and puzzles, he recommends such games of logic as Mastermind ("very good") and the

WFF 'N' PROOF games which exercise abstract thinking abilities, and come in many versions for any age from young children to adults.

Barbeau says it doesn't hurt if parents don't know how to do puzzles they give to their children. The children are less likely to feel put on the spot.

But he adds that kids today don't have much patience — they demand instant gratification and instant feedback — which accounts for the popularity of video games and computer toys. Or perhaps it's the growing availability of these toys that has created the "instant-feedback" junkies.

And many computer games teach little more than manual dexterity. "Computers can be a real snare," Barbeau says. Children who simply play games "never really engage the computer, never try to communicate with it."

Electronic component kits are, however, another matter. One kit, called the Tree of Knowledge, shows children how to do experiments with logic circuits which would teach them more about the principles on which computers are based than a million rounds of PacMan.

Several of these kits are available, each costing about \$30. They contain such things as transistors, resistors, light-emitting diodes (LEDs), and switches. Using these components, a child can build various working devices such as a telegraph, generator, phone system, burglar alarm, microphone, pollution detector, etc.

Such kits can be a great catalyst, but they can't substitute for parents who are interested in what their children have learned. And if your children soon outstrip you in understanding and skill, so much the better. ■

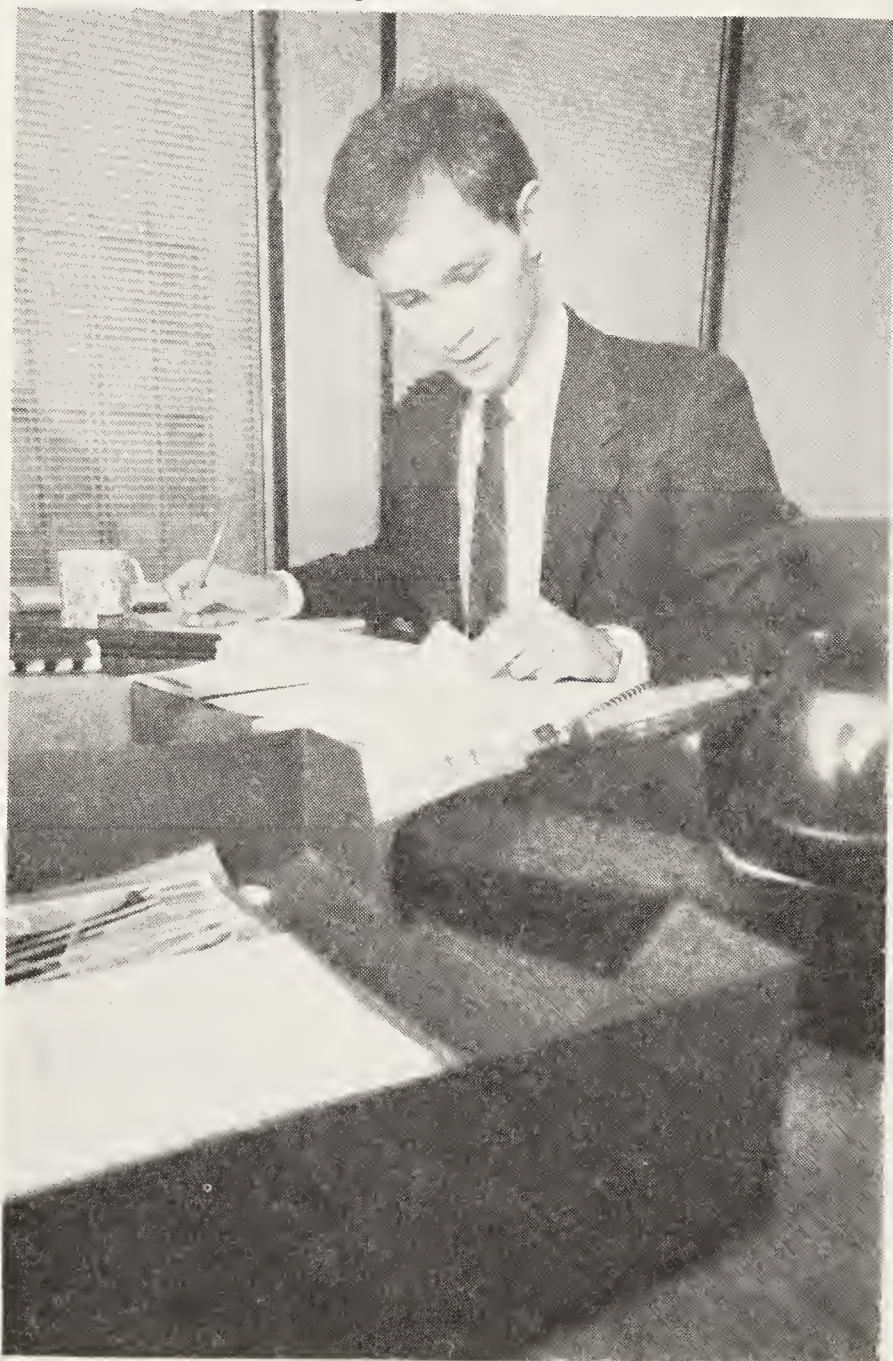


WORKING TO MAKE THE GRADE

BY PAMELA CORNELL

CONSIDER THE HYPOTHETICAL CASE OF IAN, WHO HAS a four-year degree in economics and political science from U of T. Let's say that, during the summers, he worked variously as a stock boy, a lifeguard, and a waiter — with earnings ranging downwards from \$3,000 one season to practically nothing the year he was laid off because his employer's restaurant went bankrupt.

Brad Christakos at the provincial ministry of industry and trade, his work placement this term.



On graduation, Ian would probably have owed about \$4,000 in student loans and had trouble finding a job. Eventually he might have entered a retail management trainee program at \$15,000 a year.

Now consider the hypothetical case of Beth, who took many of the same courses as Ian and had similar marks. When *she* graduated, she chose from among several interesting jobs. What's more, she enjoyed a starting salary of \$22,000 and owed nothing in student loans.

While Ian's work experience had been limited to mind-numbing joe jobs, Beth had worked as a researcher in the economics branch of Ontario's ministry of treasury and economics; she had spent four months in the administration division of the high-tech Micom Company, and a total of eight months with the Royal Bank of Canada, in its training program for branch administration officers.

Was Beth just lucky enough to have well-to-do, well-connected parents who could pick up the tab for tuition and use their influence to help her find stimulating jobs? Not at all. Like Ian, she was self-supporting, but while he was enrolled in a regular arts program, she was in the Scarborough College co-operative program in administration.

Introduced to Canada in 1957 and commonly identified with the University of Waterloo, co-op programs require students to alternate study terms with periods spent acquiring practical on-the-job experience. Since a student like Beth would only be paying four months' tuition at a time, she could meet her expenses with the \$4,000 or so earned in each work term.

Scarborough's co-op program — unique within U of T — was launched in 1975 then substantially revised three years ago. Program director and economics professor Peter Simmie explains: "The old curriculum was little more than a collection of first and second year courses; in devising the new one, we began by identifying the skills the program should produce."

Academically the program requires intensive study in the behavioural sciences, commerce, economics, and policy analysis — becoming increasingly specialized at the advanced levels. No other Canadian university offers a co-op undergraduate degree in administration that deals with both private and public sector decision making and with how the two sectors inter-relate.

Work placements are designed to challenge each student and to put into practice knowledge acquired in the classroom. Similarly, students are expected to bring to the classroom the relevant knowledge they have acquired in their work terms.

"We're not interested in having our students do just any job," says Professor Simmie. "It has to be something that counts, something that will help them link the theoretical and the practical."

Students don't have to wait until they're on the job before being exposed to practicalities. First, they're encouraged to read *The Globe and Mail*, *The Wall Street Journal*, *The Financial Post*, *Canadian Business*, and *Business Week* — all of which are kept in the co-op program's resource room.

The students are also taught how to do research on a prospective employer, then draw up an appropriate resumé and covering letter. Mandatory seminars on interviews incorporate videotaped sessions that are subse-

quently examined privately with each individual to zero in on weak answers, poor posture, and inadvisable mannerisms.

Kim Barker, 21, now in third year, found the practice interviews — conducted by real-life employers — “high pressure” but says her confidence was bolstered on discovering that she looked better on tape than she’d felt.

Work placements are arranged by Kim Humphries, a Victoria College graduate in commerce and a former financial analyst at IBM Canada.

“Most of our placements are with the Ontario government, and only about a third in the private sector but we’re working towards a fifty-fifty balance.”

Consumers’ Gas, Ontario Hydro, the Royal Bank, Micom, the office of the premier, the ministries of energy and health, along with the federal departments of communications and public works are among Humphries’ co-op employers.

Once placements have been arranged, descriptions are posted so students can make their selections and apply. All interviews take place in the employers’ offices during a specified two-week period. Students then rank the positions for which they’ve been interviewed and similarly are ranked by each prospective employer. Based on the preferences of both employers and students, Humphries matches candidates with available positions.

At Micom, for example, one student was assigned responsibility for designing an inventory system for branch-installed systems and programs. The student travelled to several of the company’s 15 branches across Canada to explain the system to personnel and ensure smooth implementation.

In one of the Ontario government placements, a junior student did a comparative analysis: the profitability of various forms of investments compared to an investment of particular interest to the ministry. That student’s report became part of a major ministry study.

At the end of each work term, the student submits a report integrating knowledge gained on the job with the academic study completed to date. The employer, meanwhile, has completed a detailed performance review, evaluating the student’s skills and interests. Industrious, personable, eager to learn, good at analyzing data and writing clear, succinct reports ... these are typical appraisals.

“Our employers tend to be overly positive,” says Humphries. “I think what they appreciate most is that our students are really enthusiastic.

“It makes my job a lot easier. I can only sell an employer on the program the first time round. After that, I won’t get anywhere unless the students have performed.”

As hiring freezes become prevalent, satisfied employers are more important than ever to the success of the program and, so far, the jobs have kept rolling in. For the work term that began in September, Humphries was able to line up more placements than there were students.

Fred Rubino, 21, will be spending his fourth work term doing economic forecasts for Consumers’ Gas. He says it’s not difficult for co-op students to be keen at work. “At first there’s the novelty and then, if the job is going

well, there’s the satisfaction. Even if you’re disgruntled, it’s hard to get really discouraged when you know the end is only a few weeks away. None of these jobs is a life-sentence and experiencing the diversity is a great way to fine-tune your career — or your studies.”

Brad Christakos, 21, transferred into the co-op program after a year at Carleton University. “A program like this doesn’t just prepare you for a job,” he says. “I’m planning to go on to law school or perhaps do a master’s degree in public administration.”

Humphries warns, however, that the co-op program isn’t for everyone. “The curriculum is challenging so the individual must be highly motivated; and on the job, there’s not time for an employer to baby students. They must be able to take the initiative. During the admissions procedure, we try to make sure they know what they’re getting into.”

With a limit of 25 places per year, only about one out of every four applicants is admitted. Responses to questions on the application form, recommendations from teachers, and an interview with a co-op staff member play an important part in admissions decisions.

Anyone wanting further information about Scarborough’s co-operative program in administration should write, care of the college, University of Toronto, 1265 Military Trail, West Hill, Ontario M1C 1A4 or telephone (416) 284-3117. ■

And in the classroom, at an evening course he is taking at Scarborough this term.



PHOTOGRAPHY BY ROBERT LANSDALE

A STRATEGIC ASSESSMENT



BY JAMES M. HAM

WITH THE EBULLIENT EXPANSION OF THE SIXTIES followed by the public scepticism and constraint of the eighties, major strategic issues are inescapably before us.

When the University entered the decade of the 1960s its enrolment was balanced between arts and science and the professional faculties, in all about 12,500. From 1960 to 1980 the total enrolment increased by a factor of two. Graduate enrolment increased by a factor of three to 5,000 (excluding OISE). In undergraduate studies, enrolment in arts and science at 20,000 increased from 50 to 65 per cent of the total while enrolment in the professions, although rising to 11,000, declined to 35 per cent. In graduate studies, on the other hand, enrolment in professional faculties rose from 50 to 60 per cent of the total. This shift in the balance of graduate enrolment resulted primarily from growth in professional master's degree programs in such fields as management studies, social work and engineering.

The numbers of staff grew in rough proportion and in every academic discipline the range of sub-disciplines was extended so that a new measure of intellectual diversity and specialization was developed, department by department, faculty by faculty.

This growth, combined with a complex historical development, has resulted in a university with a distinctive, multi-centred character. The single image that best suits it is that of an academic city and indeed of a metropolitan centre of the intellect. It is this richness, as opposed to mere largeness, which must be preserved.

With this growth there was the need to provide appropriate physical facilities through the acquisition of land and construction of buildings. The University lands west of St. George Street were acquired by expropriation and

the Scarborough and Erindale lands were purchased. New construction included the Robarts Library, the Medical Sciences Building, the buildings of Scarborough and Erindale, New and Innis Colleges. The Federated Universities added to their facilities. There was the need also to continue to occupy major old buildings such as the Mining Building.

The financial significance of the growth of the University is best appreciated in terms of the operating budget. In 1961 the operating budget of the University was \$20 million (excluding assisted research, ancillaries and interest on debentures). By 1980 the operating budget had increased by a factor of 11 to about \$240 million. If the 1961 budget had increased to 1980 with inflation alone it would have become \$60 million. The increase in the University budget in real terms was therefore by a factor of three. The increase in the student body was by a factor of two. In this period the increase in the Gross Provincial Product in real terms was by a factor of 1.4.

In the period of expansion the University confirmed its position of leadership in Canada and greatly strengthened its claim to be an institution of world stature.

The impressive financial commitment of government in the sixties and early seventies has been followed by sharp constraint. By 1980 funding per university student in Ontario ranked tenth among the provinces in Canada and is now more than 25 per cent under the average of all provinces. The University is unable properly to maintain its physical plant, to sustain its library collections, to replace obsolete equipment for instruction and research, to sustain the quality of instructional and student services, and has its ability properly to remunerate its staff jeopardized. The dilemma of the eighties then is that the splendid advances achieved through past general public support are in serious danger of being undermined.

Demographic projections now indicate that the number of applicants having a quality satisfactory to the University will decline. The strategic question of whether or not the University should seek to sustain both Scarborough and Erindale Colleges as separate geographic parts of its future role must be openly addressed with a sustained concern for their staff and students as part of the University.

Two kinds of strategic issues of policy for the future arise. The first relates to public policy, the second to University policy.

Whether or not the province commits itself to sustain the scale and quality of the present system of universities, it is essential for the University of Toronto on its own terms and in consultation with sister universities to examine its own intellectual shape. There is no inherent reason, other than the steadying influence of tenure, why the University should sustain into the future the total pattern of intellectual diversity that it has acquired during the massive expansion of the past two decades.

This article has been excerpted from The University: A Strategic Assessment delivered to the Governing Council last spring. President Ham will follow, in the next issue of The Graduate, with an article on his perception of the role of the alumni in shaping the University of the future.

There is need to embrace new initiatives. It will do us no harm to set aside old ones.

It is essential that changes which universities choose to invoke not be to their financial disadvantage. While the present provincial method of allocating funds to the universities has several desirable features, it clearly favours accessibility over quality. If the University of Toronto is to plan responsibly for significant change in academic commitments, the existing formula system for allocating provincial funds must be changed.

The provincial government annually establishes a fixed sum which is distributed among the universities by a formula which is enrolment-dependent. The dilemma at present is that under this formula there is a continuing incentive for universities to increase their enrolments in anticipation of a greater share of the pool while thereby reducing the dollars available per student for all universities. It is therefore essential that the present formula system be amended to enable a university to change its structure without beggaring itself in the process.

The basic principle of balance of academic strengths deserves reaffirmation as a strategic goal of the University. But it should not be interpreted too narrowly. It is one thing to plan for a distribution of strengths, but it is another to achieve it. One does not plan a Frye or an Innis. They appear and we rejoice. Opportunity to appoint persons of truly exceptional talent should not be suppressed by rigid plans.

What of the size of the University? It is larger now than any past projections of its future have envisaged. The generous public expectations of the sixties which were founded in part on false premises about how universities serve society have given way to public scepticism bluntly expressed in financial terms that are hurtful to the University and to its people. There is a malaise among us as members of the University and as Canadians. We expect more than Canada is able to give us. There is a want of confidence in governments and not least in university governance and administration. There is a sense among us that the responsibility lies with someone else.

It is time for the University of Toronto with confidence and courage to review its commitments to the wide-ranging diversity stemming from its massive expansion and to seek greater coherence and focused vitality in its endeavours. The University must become an intellectually leaner and tougher place. We must not pretend that we do not have areas of worrisome weakness and those that cannot be repaired within the limited opportunities that can be grasped must give way to existing and emerging strengths.

Being leaner and tougher in the circumstances of the eighties means being smaller, not by compression, but by pruning away the poorer for the better. The University should, over a period of 15 years which is half the life of tenure, resolve to reduce its present size by not less than one-tenth and by as much as one-fifth. In percentage terms let us say by 15 per cent.

There are two major potential deterrents. One is the belief that numerical growth is essential to intellectual vitality and the other is the ancient and honourable practice of tenure.

A university worthy of the name inherently has unquenchable aspirations to probe new intellectual

horizons. Will there be sufficient opportunity for the University of Toronto to be intellectually vital while becoming leaner? During the next 15 years, if no tenured position that is vacated for any reason is replaced, the tenured staff will decrease by more than 50 per cent. Compared with the strategic goal of becoming smaller by not less than 15 per cent over 15 years, there is, therefore, substantial opportunity to confirm existing and recognize emerging strengths.

The role of the university is a long-term one and it is to this long-term mission that tenure is related. The idealistic view of tenure is that it conveys to an individual the right and obligation to seek after and to teach truth in defiance of anyone who wishes to curtail it. The crass view is that tenure represents job security involving protection from arbitrary dismissal which the university grants too lightly. It is important that we be more articulate about its function.

Tenure involves in principle a long-term commitment (up to about 30 years) by the university to the talent and potential of persons who ought to be unusually gifted and to be judged so by tough peer review. It must be understood that by its nature it will not be granted to all who teach in the university. As a global objective that may vary in detail among divisions, it is recommended that not more than three-quarters of all the members of the full-time academic staff hold tenure.

The institutional purpose of tenure is to ensure a sustained core of commitment in the search for and communication of knowledge and therefore a significant measure of intellectual stability in the work of the university. The intellectual shape of a university that aspires to address questions at the frontiers of human understanding must not be dominated by (nor be wholly unresponsive to) the shifting winds of social preference. It must be based on sound academic planning, the essence of which is the declaration and endorsement of collective goals and objectives on which it is agreed that talent and attention are to be focused and developed.

The granting of tenure has too often come to be regarded as a narrowly defined gift of a discipline entitling the person to study and teach as he or she pleases.

We must reaffirm that tenure is conferred by the university. But a tenured member of staff has a responsibility to the health of the university, to respond to the needs and opportunities of the complete discipline set in the context of the intellectual shape of the whole university. This implies that neither individuals nor departments nor faculties can live in isolation from one another. In the University of Toronto the clustering of talents between departments and faculties, in colleges, centres, and informal groups offers exceptional opportunity for fresh and imaginative academic initiatives that can invigorate existing approaches to human understanding and provide new approaches. The colleges on the St. George campus have a special strategic role to play.

The University of Toronto expects to appoint to its academic staff persons who have the potential to formulate and to examine questions at the frontiers of their fields. It must at all odds seek to sustain library and other facilities suited to supporting scholarship and research of the highest calibre. In this clear sense the University is a research-based institution that will strive

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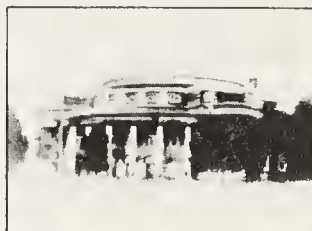
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to strengthen its place at the frontiers of knowledge.

Yet, it must retain its tradition that members of the academic staff are committed to teaching both undergraduate and graduate students. There is no place in our tradition for a separation of academic staff into those who teach and those who do research.

In the eighties, undergraduate studies, graduate studies, research and scholarship must be re-knit into a balanced fabric that is strong, lean and tough in warp and weft. This activity constitutes the core endeavour of the University which must be defended at all costs.

The vexed question of the role of the federal government in sharing the costs of the core endeavours of universities remains unresolved. For the good of our universities and of Canada it is important that there be a strong federal presence in the support of our basic endeavours.

In the circumstances of financial constraint at both the federal and provincial levels there is an increasing propensity for governments and their agencies to fund projects in universities which are designed to achieve particular short-term practical objectives. With the understanding that such specialized activities must stand on their own without displacing core endeavours, the University should selectively embrace these opportunities with considered care so as to create an adaptive periphery that may indeed enhance central activities. Peripheral activities which do not provide an ongoing and significant stimulus to or support for core endeavours should be terminated or divested.

In developing its physical facilities, the University should continue the strategy of defining focal academic themes around which administrative units can be clustered. The Southwest Campus Project with its academic focus on the earth and environmental sciences as related to our natural resources and with its focus on student services, is an excellent example.

Whatever external influences may be in the eighties it is important that significant structural changes be explored. The University of Toronto in consultation with sister universities should consider conjoint means to effect major changes in commitments to selected academic programs. Radical possibilities of changes in institutional relationships should be considered.

Governments must understand that in the nineties large numbers of staff from the sixties will be retiring. If undue dependence on non-Canadian sources such as occurred in the sixties is to be avoided the integrity of graduate studies must at all costs be sustained through the eighties.

There is a further potential for crisis which deserves note. Pressure is rising among certain professional groups to have governments selectively improve conditions for the related professional faculties while possibly leaving the remainder of core endeavours of universities in their present plight. The strategy of the universities must be to fight on a united basis for their core endeavours as a whole and in so doing to sustain responsibly the essential elements of their autonomy.

Finally, the greatness of the University depends on the commitment to it by academic staff, administrative staff, students, alumni and governors. It is a greatness which all of us are called upon publicly to preserve and to defend with renewed confidence in uncertain times. ■

FATHER KELLY

BY PAMELA CORNELL

SOMETIMES HE'S WRONG,
BUT HE'S NEVER IN DOUBT



REVEREND JOHN MICHAEL KELLY USED TO CALL honorary degrees "a lot of bosh". In his 20 years as president of the University of St. Michael's College, only four were awarded. So it is ironic that on December 4 he is receiving one from St. Mike's, his fourth from the University of Toronto and the colleges.

Ironic, perhaps, but not surprising. At 71, Father Kelly is a legend at U of T. With his striking white hair, fierce black eyebrows, penetrating blue/grey eyes, priestly black suit and inevitable cigarette, he is a focal point at meetings and social gatherings both on and off campus.

Soft spoken and mild mannered he is not. Even when modulated into a derisive growl, his booming baritone requires no amplification. And his views are no softer than his voice.

"John Kelly lives in a world of blacks and whites," says Monsignor Edward Synan, a fellow philosophy professor and former director of the Pontifical Institute of Mediaeval Studies. "Occasionally he's wrong, but he's never in doubt."

However unequivocal Kelly's opinions, they are continually sought and carefully considered by the University's decision makers, who value his outspokenness and trust

his judgement. Of course, Kelly is not always right, but he is always on the side of right; and his influence has been considerable.

"He's a natural leader," says Reverend Peter Swan, Kelly's successor as president of St. Michael's and a fellow Basilian father. "He has a dominant personality and he's a clever strategist. When he wants something, he takes into account the people he's dealing with and works up appropriate arguments. His dedication to the institution is enviable."

For John Kelly, St. Michael's is far more than an institution; it's his home, his life. A hell-raising lad of 16 when he first arrived, he credits the college with being a bulwark in the formation of his character.

Both as president and, since 1978, as director of alumni affairs at St. Mike's, Kelly has promoted his vision of "a collegiate family tree, a cultural, intellectual and spiritual genealogy." His enthusiastic attendance at college sports events and his startling ability to remember names, faces and details add a personal touch found in few other parts of the University.

"As a teacher, he went out of his way to command our attention and get us thinking," says lawyer Harold

Murphy, now a personal friend and vice-president of the St. Michael's College Foundation. "You always came out of a class with at least one or two things you didn't easily forget."

Another former student is religious studies professor Leslie Dewart. Over the years, he and Kelly have had some formidable disagreements, to the point where their infrequent encounters are cordial but strained. Nonetheless, Dewart says Kelly is probably the most generous man he's ever known.

"When I was an undergraduate, I desperately wanted to take his Greek philosophy course, but one of the three weekly classes conflicted with another course I had to take. Kelly told me to sign up anyway, then, once a week throughout the entire year, he repeated those lectures just for me."

Though Kelly no longer teaches, he is still available to students who drop in to his office for personal or political advice. His schedule is crammed with committee meetings yet he always takes time to listen carefully to an individual's concerns and to offer considered counsel.

Knowing his constituents brings success in fund raising and in maintaining the momentum of volunteer activities around the college. When Kelly calls on people, it's because they're likely to have a natural sympathy for the cause at hand; realizing he never makes an idle request, few say "no".

As with any legendary figure, a myth has developed that depicts John Kelly as a fighting Irishman who all but walks on water and who has his wealthiest alumni on a string he need but twitch to bring them dashing to the college gates with wheelbarrows full of money.

Reality is never so glorious. For 17 of the 20 years Kelly was president, not a month went by without the college owing money to the bank. Until the end of the Second World War, almost everyone on the faculty at St. Mike's was either a nun or a priest, which meant that all they required in the way of remuneration was room, board and a small personal allowance. Then came the first wave of lay members of faculty — Marshall McLuhan and Larry Lynch (later the first lay principal). From that time on, the college's "living endowment" shrank steadily. By 1973, 50 of the 74 full-time faculty members in arts and science were lay people.

Meanwhile, although the college had grown from an enrolment of 522 in 1945 to 2,112 in 1970, fewer and fewer students were showing much interest in such traditional college subjects as English and philosophy. The trends were towards social sciences, commerce, and computer science, with more and more St. Mike's students taking *all* their courses on the other side of the St. George campus.

St. Michael's was not alone in its suffering through changing times. The other colleges were similarly afflicted. Finally, the turning point came in 1974 when, out of desperation, the colleges entered into the Memorandum of Understanding with the University.

"At the time, the memorandum seemed like a reasonable solution to the problem," says Kelly, "because the University agreed to pay and upgrade our faculty salaries. Of course, we were reluctant to give up the right to hire our own teaching staff but we were told we could broaden our course offerings by cross-appointing faculty from the various arts and science departments."

Unfortunately, the failure of government grants to keep pace with inflation meant that no one had any money for new appointments, so chairmen were becoming increasingly reluctant to dilute their departmental strength further by sharing their dwindling numbers.

That Kelly used all his powers of persuasion to convince St. Michael's faculty to vote for the memorandum is one reason Professor Dewart is not a fan. "We wanted a new type of federation but not the conversion of the colleges into little more than residence and athletic facilities."

President Swan shares Dewart's chagrin: "We stand to lose half our staff through attrition over the next 15 years. No doubt the University will hire replacements with appropriate qualifications, but what about appropriate attitudes? By doing our own hiring, we're likelier to find faculty sympathetic to the college ethos. I'm astounded the colleges agreed to relinquish their right to appoint although," he acknowledges, "funding has improved."

Funding is better than it was but it still hasn't made ends meet. That's where John Kelly's famous flair comes in. Since 1974, he has augmented the college allotment with \$1.3 million raised through the Varsity Fund.

The force of Kelly's personality has never been confined within his own college. In the mid-sixties, he took the bold step of bringing St. Michael's into the otherwise-Protestant Toronto Graduate School of Theological Studies — a loose federation established in the forties by Emmanuel, Knox, Trinity, and Wycliffe Colleges.

Kelly is convinced that the only valid way to study theology is to test differing assumptions against one another. While he personally disagrees with unorthodox Catholic theologians, he has staunchly faced up to infuriated alumni and members of the church hierarchy who would have had the dissenters removed.

"St. Mike's tries to be in the mainstream of traditional Catholic thinking while accommodating the academic freedom of a university. You can't throw a person out without asking yourself if suppression supports a tradition or affects it negatively."

Fired by a vision of what the various theological colleges could achieve by pooling their intellectual resources, Kelly argued passionately in favour of collaborating, not just on the graduate programs, but undergraduate as well. By 1969, he had cajoled six other college heads into forming the Toronto School of Theology. To get things going, he put up a substantial chunk of St. Michael's money.

The TST funding target of \$2 million had to be raised from a constituency apart from churches and alumni already committed to individual colleges. With a view to creating a network of lucrative contacts, the board of trustees included such prominent corporate people as Conrad Black, Stephen Roman, Douglas Bassett, John Turner, and the late Charles Gundy. Appropriately, Kelly was chosen to head the financial committee, a position he has held for 13 years.

"It was important to have someone with an insider's understanding of what TST was all about, who would be respected by men of considerable stature in the business world," says Douglas Jay, first director of the school and now principal of Emmanuel College.

For his scholarly colleagues, Kelly can interpret per-



ceptions in the community at large. For the businessmen, he cuts through a lot of academic backfilling. "The force of an argument is lost if you don't come straight to the point."

Kelly's black and white world enables him to get things done because he doesn't expend time and energy playing tug o' war with himself about which side of the fence he should be on. He doesn't fret about being wrong.

Millionaire mining magnate Steve Roman has enjoyed his friendship with Kelly over the past 25 years because he finds the priest's academic knowledge stimulating and his sincerity reassuring. Roman particularly approves of

Father Kelly with "Michael".

Kelly's "common sense" and stands in awe of the effort he expends for a cause he espouses.

"Anyone who blames the work ethic on the Protestants should take a look at John," says Douglas Jay, who recalls seeing Kelly bolt up a down escalator at Union Station because he didn't want to be late for a business meeting.

Kelly's political alignment is something of a paradox. While not an advocate of unrestricted capitalism, he

maintains that free enterprise is the only workable economic system. One need only look at the Soviet Union, he says, to see that communism spells enslavement. Yet this is a man who took a vow of poverty and lives in what amounts to a commune.

No one has ever seen Father Kelly at work in a tie or turtleneck. He always wears traditional garb — not to elicit deferential treatment, but as a statement of the driving force in his life. He's convinced he'd be a misanthrope if he didn't believe that Christ died for *all* humankind — including the incompetent administrators he denounces regularly and the political opponent he used to call "the troglodyte".

Even in spiritual matters, Kelly is a pragmatist. His faith is a guide to an intelligent concern for others, not a source of what he calls "pious claptrap".

That no-nonsense attitude to religion stood Kelly in good stead when criminal lawyer Arthur Maloney came to him in 1952 with a special request.

A St. Mike's alumnus, Maloney — with his colleague, John J. Robinette — had been retained to defend two members of the infamous Boyd gang. Steve Suchan and Lennie Jackson had been charged with murder in connection with the death of a policeman. After all appeals had failed, Suchan's mother pleaded with him to see a priest. He refused repeatedly until Maloney brought in Father Kelly. At first, the priest and the prisoner just talked sports — with Jackson in the adjacent cell joining in. Eventually, though, the talk turned to God and Suchan asked Kelly to hear his confession and give him communion. Three days before the hanging, Jackson, a Jew, converted to Catholicism.

On the evening they were to die, Kelly gave the two men communion. At St. Michael's, an all night prayer vigil was held in St. Basil's Church. Shortly after midnight on Dec. 16, Kelly accompanied Suchan and Jackson to the execution room and stood by until it was all over. They were the last to hang in Canada though capital punishment was not abolished until 1966.

The experience had a profound effect on John Kelly. A new, more reflective quality tinged his naturally boisterous nature. Along with Arthur Maloney, he took to the public platform as an ardent spokesman for the abolition of capital punishment. Since 1962, he has been an active member of a provincial advisory council on the treatment of offenders.

John Kelly has always been a spellbinding speaker. He has a gift for the apt phrase, the telling detail. His own retirement banquet at the Royal York Hotel prompted Kelly to make a speech that seemed to incorporate a humorous or touching anecdote about almost every one of the several hundred people in attendance.

"If he'd been running for election," says one observer, "it would have been a landslide."

From the time he was appointed president of St. Michael's in 1958, Kelly was a vocal member of the University Senate until it was phased out in 1972. For the subsequent two years, he served on Governing Council, a body he sums up as "too many people doing too much exhaustive analysis of matters that are too often trivial."

In contrast, he says, the Senate brought together responsible divisional administrators and provided a unity and cohesiveness that hasn't been continued.



The change in University governance emerged from the acrimony and unrest of the late sixties. To Kelly, it was an era characterized by revolutionary rhetoric and disruptive behaviour. "Conservative types simply stopped going to meetings. If they'd stayed and fought, the University might be a different place; but they immersed themselves in their work and dropped out of the policy-making constituency, leaving the field wide open for the radicals."

Kelly was almost a school dropout. In the little community in Pennsylvania where he grew up, most boys left school after the fifth grade to work in the nearby coal mines. His own father had only two years of schooling before going into the mines at the age of nine — though, by the time he died when John was 15, he had risen to be president of a small state bank.

John's mother was determined he should go to university so, reluctantly, he came to St. Michael's where his indifference to scholarship resulted in failing first year. But his mother wouldn't let him quit. Not until a decade after he'd been ordained in 1936 did he really learn to "buckle down" working 20 hours a day whipping his doctoral thesis into shape in four months while carrying a full teaching load.

He is firmly established as a workaholic and — though he has lost most of his stomach to ulcers, nearly died from a ruptured gall bladder, and has emphysema in his one remaining lung — he continues to take on more work than most men half his age and chain smoke unfiltered cigarettes, despite daily remonstrances from his solicitous secretary, Elsie Gladwell.

Leaving the presidency was not easy for a man who hated to delegate because he was always willing and able to do most things himself. But now he's busy plotting the project he hopes will take him through the next decade — broadening the St. Michael's fund raising base.

What keeps him going? Not plenty of sleep and wholesome food; he's indifferent to both. The answer is probably his unique combination of passion and perversity. ■

A QUIET FORCE, NO LONGER CARROTY



THE FIRST TIME I SAW CARMAN GUILD HE was striding across the Junior Common Room of University College, carrot hair clashing with scarlet jacket — he is the only person I've known to wear the college blazer. He seemed unusual. I had no idea how rare a bird he is.

That was in 1949, two years after his graduation. He was already active in the alumni, already ensconced in Hart House. He has been a quiet force in the alumni affairs of his college and university ever since; and apart from a few years as manager of the fledgling National Ballet Company he has been on the staff of Hart House, for several years now as assistant warden. No one knows more about the House or is more conscious of its ethos.

Over the years he has encouraged, provoked, inspired, infuriated, advised, and even — but rarely — directed hundreds of men and women, young and (since his associations stretch over decades) not so

young. He is a master of indirect persuasion, of the private or committee conversation that winds inexorably through anecdote and empathy to his predetermined conclusion.

Fortunately, with this art comes a shrewd maritime practicality and sense of justice — he grew up in a manse near Lunenburg; an exceptional tolerance of human frailty — only twice have I heard him roused to annoyance with someone else; and an openness to the new that comes from equal parts of curiosity and enjoyment. His friendships embrace the penniless and the powerful. His interests range from a new concern with the chlorination of swimming pools (a problem in the athletic wing of Hart House) through the weaving of college neckties (for the U.C. alumni) to classical guitar and chamber music (he has been godfather to the New Chamber Orchestra) to a long-standing dedication to peace (dur-

ing the 1960s Peter Worthington reported him as saying "I would work with the devil to get peace in Vietnam"), the latter passion stemming from teenage war-time service on the North Atlantic and the deadly run to Murmansk.

Like many others, I have turned often to him. Once we drank wine in his house till the small hours while he patiently explained techniques of managing a committee. Another time he resolved a problem with a few words which, I recognized some time later, were my own from another occasion. He has never, to my knowledge, refused help.

One Friday in October 1970 he called unexpectedly early. "Look," he said with uncharacteristic directness, "the government has just proclaimed the War Measures Act. Don't you think we should have a debate on it?" Debate of the War Measures Act was illegal; but Hart House had always stood for freedom of speech. What more logical forum to test this new curtailment? I was chairman of the debates committee and together we organized an emergency debate to be held as soon as possible, the following Monday evening. By the time the first speaker rose, it was already clear that the Act would be enforced only in Quebec: our Anglophone protest was anticlimactic if not quixotic. Nevertheless, thanks to Carman I look at that black period with slightly easier conscience than might otherwise have been the case.

Does he sound a paragon? He isn't. He has always been driven by his private sense of priorities, not always easy for others. He can be hard to reach. He can be deliberately but maddeningly obtuse. As the ruddiness has faded in his hair, the stride has shortened and the waist has grown. He refuses to wear glasses. There is a touch of Falstaff in him. And still . . .

In a university that has multiplied in size several times while he has served it; that is populated by students who commute to lectures on streetcars and by professors who commute to conferences in airplanes; that is bedeviled by too many committees and too much paperwork; that seems more alert to problems than to people, Carman Guild is a reminder of a time when the purpose of a university was not generally considered to be professional development but the development of the whole person. ■



RADICAL PERSONS

BY JUDITH KNELMAN

WHAT YOUR CHILDREN ARE LEARNING ABOUT WOMEN TODAY IS NOTHING SHORT OF REVOLUTIONARY

"WE'RE ON THE THRESHOLD OF A REVOLUTION," says Professor Mary O'Brien. "It's unlikely to be like any previous revolution because women are in charge."

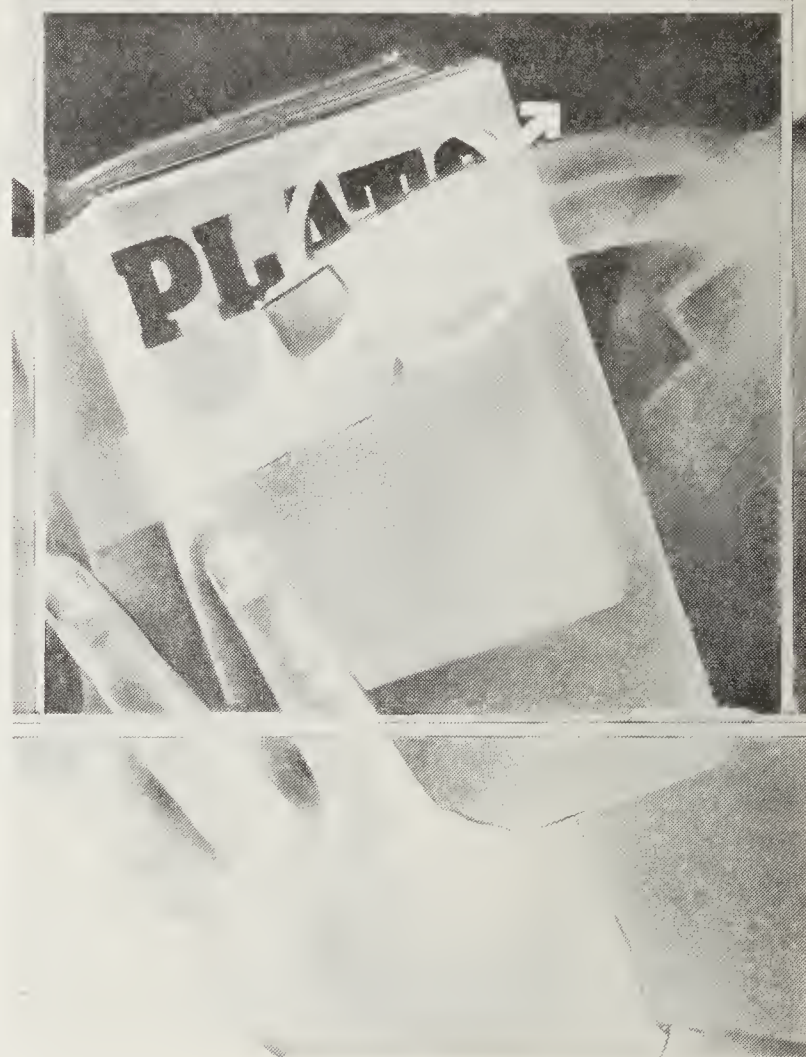
O'Brien, who teaches sociology at the Ontario Institute for Studies in Education, is talking about the increasing pressure on men to acknowledge women's equality — and the pressure on women to demand it. You may not have noticed, but there is an organized effort afoot to change the way you and your kids think about women.

Feminists are doing more than protesting or raising consciousness these days. They are writing books, holding conferences, lobbying ministries of education and teaching teachers how to alter the feminine image in the classroom. And they are being listened to. Things are changing for women much faster than they ever have.

Because women are in charge, this won't be a violent revolution, says O'Brien. "We have to find ways of making radical changes in society without killing people, which is something men have never been able to do."

The obvious place to begin changing the way impressions are formed is an institution with access to educators. OISE draws teachers and educational administrators from the field and sends them back out again with degrees that enhance their authority. Set well back on a prestigious spot on the edge of the fashionable stretch of Bloor Street West, the lavish multi-storey building erected in the sixties when the need for teachers of teachers seemed boundless looks unsuited to a grass-roots movement for equality. But the pipe-smoking academics mulling over theories of learning have had to move over for a new breed of teachers whose orientation is decidedly personal and practical. The mission of these quietly determined, patient and united women is to show their students other ways of thinking about what they have been doing in the schools and then send them back with their eyes wide open.

O'Brien is regarded by the feminists at OISE as the most radical among them. She is a respected scholar whose recent book, *The Politics of Reproduction* (distributed by Oxford University Press in Canada) was first published in the U.K. by Routledge and Kegan Paul. A slight, amiable, white-haired woman with a thick Scottish accent, she hardly looks the part of a revolutionary.



WOMEN HAD TO RESPOND TO THE WORLD THAT MEN MADE

Before she came to Canada in 1957 she worked as a mid-wife among the working classes. Now as a philosopher and political theorist she finds herself in a similar role, assisting at the birth of a new society in which the sexes are recognized as equal.

In the past, women had to respond to the world that men made, even to bearing children. Men have always had a need to assert their control politically, O'Brien believes, because they are excluded from the reproductive process. To compensate for what she calls the nullity of men's condition, they invented and promoted the idea of male supremacy. But now that women have access to contraceptive technology they are free, no longer restricted to the private, domestic realm where men act and women react. Women are in control now in dictating the balance between the sexes, she says with some satisfaction. "It's men who are responding to events rather than dictating the form of events. Whatever they do, it's in response to women's initiatives."

In O'Brien's view, education doesn't change anything, but it is one of the preconditions of making change. That is why she and her colleagues are committed to showing teachers that it is time women were treated equally, and it is why the teachers and educational administrators touched by the feminists have been successfully pressing for recognition of that premise in the schools.

Since 1975, the language used in textbooks in Ontario schools has been cleansed of sexist bias, high school

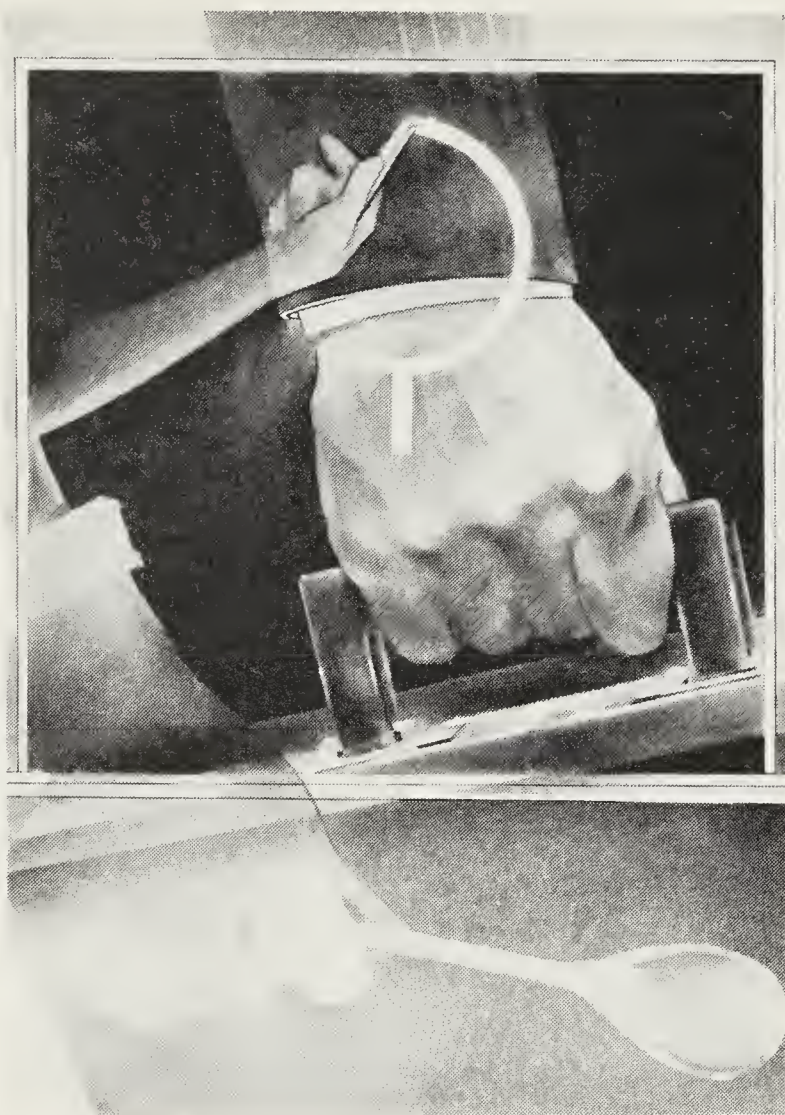
calendars no longer dictate that girls should take certain courses and boys others, books with role stereotypes have been revised or jettisoned, women's achievements have been pointedly injected into history, literature, science and guidance courses and women's studies have been created. Mother isn't always in the kitchen any more, and little sister isn't always the passive one or the one who becomes hysterical. Sometimes the mail is delivered by a postperson or the traffic directed by a policewoman. By the time the kids trained in this way grow up, it's conceivable that male supremacy will be a thing of the past, a subject for history books rather than women's studies courses.

It is no coincidence that it was in 1975 that women's studies at OISE really got going. That was the year the sociology department, run on egalitarian principles that gave one vote to each member, whether staff or student, decided to establish a women's course and hired Margrit Eichler, a feminist instructor from the University of Waterloo, who brought with her a newsletter that had already become a national clearing-house for feminist research and would soon become internationally regarded. It was the year that a feminist history professor, Alison Prentice, came to OISE and began pointing out how remarkable it was that history was being taught in the schools as though the only important people in the world were men. The following year more feminists were brought in to meet the demand for women's courses, and the Women's Resource Centre, a small, specialized library that had grown out of a curriculum development project, took root in expanded quarters.

In the few years since then OISE has become recognized by feminists as a centre for their activities. It is well known in feminist circles in the rest of Canada and in the U.S. and the U.K. for its courses, its leadership and its network of information on women's issues, literature and conferences. OISE is not among the few institutions in the world offering a graduate degree in women's studies, but its students can if they wish examine a particular field through the feminist focus, an approach many find even more valuable. Any student there with the slightest interest in women's problems has every opportunity to explore them.

"Women's problems" and "women's issues" do not, to feminists, have the connotation that they do in women's magazines and the women's pages of daily newspapers. The women who teach and attend the OISE courses are interested in sex, supermarket specials and social events, but they do not feel that these areas demand much intellectual preparation. They are intellectually engaged by such questions as why doing housework or giving birth has such low social value. The answer, as you may have guessed, is that the rating scheme was invented by men. Once the inequity of the arrangement is made obvious, it is difficult for men and annoying for women to see it perpetuated.

"It took me 20 years to resist the stereotype," says Elizabeth Terry, a primary curriculum consultant who until recently was the Ontario Ministry of Education's co-ordinator of equal opportunity and affirmative action. "In another 20 years it won't be there." She has found that there is resistance to equality of opportunity not



RESISTANCE IS MORE SUBTLE NOW

only among men but among women who are comfortable with their role as subordinates. "On the surface it's exactly what we would want, but that's because the resistance is more subtle now. Some say 'chairperson' and 'he or she' and parrot back all the right answers, but they don't really think we need equality."

Then there are those who laugh off the idea. *The Globe and Mail*, Canada's national newspaper, ran the following "morning smile" on its front page recently:

"A feminist boarded a crowded subway train and was offered a seat by a gentleman. As he started to rise, she refused and forced him back into his seat. He tried again with the same result.

"At the third try, he said firmly: 'Madam, you simply must let me get up. I'm four stops beyond my station already.'"

Some of the people who find this sort of thing hilarious are attracted, believe it or not, to women's studies courses. "A few of the men who come to our classes feel a mission in life to argue and challenge and laugh at us," says Joan Scott, a biology teacher from Memorial University working on a doctorate in education. Others are converted and become committed to the feminist ideal of social justice and equality. A man who has taught Canadian studies for years at a community college rewrote all his courses after a sabbatical leave last year that included women's studies. He simply was not prepared to go on shaping the minds of his students to



WOMEN'S HISTORY REALLY HAS BEEN HIDDEN

fit the establishment's view of history. He now has a different way of perceiving Canada (as a classic neo-colonial country) and the Canadian people (as oppressed by a dominant ruling international set).

Adrian Adamson says for years he taught his working-class students at Humber College that the powerful classes were always in the right. But once you have seen how oppression works — whether on women or on some other social group — things look different. His studies showed him that if you can get someone to think that oppression is natural there is no threat to the people who hold power. Adamson is not interested in assisting an oppressive society.

"I was sometimes uncomfortable in the class," he says, "but it wasn't because I was one of three men in a group of 18. It was because a lot of fundamental things that I had assumed were turned upside down. And there is no going back. I can't teach by the same rules any more."

Adamson is not alone in his conviction that conservative views of society are perpetuated by means of curricula set by conservatives. History, says Alison Prentice, is a matter of what certain people decide is important. And what is taught as history is a further refinement by those in charge of making the selections at the Ministry of Education. In her opinion, what happened in the family and in schools a century ago is at least as significant and illuminating as who commanded which battles when. When you consider that in

the latter half of the nineteenth century Ontario girls were often set apart in high school and inundated with "scientific" explanations of the dangers of subjecting the female mind to advanced study, you begin to understand why politics was dominated by men.

"Women's history really has been hidden — you could almost say suppressed — because we haven't written, published and promoted it," says Prentice. "It's men who do that 90 per cent of the time." Revising a curriculum guide for grade seven and eight history, she and a colleague were determined to provide names of contemporary female artists and architects along with stock examples. "We just said, 'Hey, wait a minute! Just Emily Carr? How about one more?' And we found some women architects who are important but not as well known as the men because their work is not in monumental buildings but in smaller projects like house renovations."

Says Margrit Eichler: "In a lot of scholarly work, women are just excluded or treated like something that is different, or the theories are done with all-male samples. We make a point of showing up sexist biases in established non-feminist scholarly literature." In a world where the sexes are supposed to be equal, accepted philosophy and social theory have to be reconsidered. The feminists realize that as long as the view of men as leaders and women as followers goes unchallenged men will continue in the position of power in society, perpetuating the arrangement.

Many of her students, says O'Brien, arrived on her doorstep on discovering that they were suddenly losing the power game in the schools. "The OISE student constituency is mainly working teachers. Teachers have had their consciousness wrenched by the awareness that a traditionally women's field is being taken over by men, especially in the high schools and in the union. Women have been the beneficiaries of male activity, but they have lost control of the field."

The result of the interest in feminism by a small group of teachers has been a widening consciousness of sexist language and sexual stereotyping in the schools. But as the most blatant of these are removed, other, subtler examples reveal themselves. "The cat is always female and the dog is male," says Elizabeth Terry. "The dog is the hero; a cat is something to be cuddled. Things make me mad now that I wouldn't have even noticed a few years ago. Like an ad on TV showing a little boy stealing cookies out of the cookie jar. He was cute, of course. And guess who was cheering him on — his little sister. That one commercial has all the stereotypes."

Removing them is a constant battle, but there's no doubt that progress is being made. "A hundred years ago," sighs Alison Prentice, "the women's movement thought they were making enormous gains in the way they were influencing people, but it was a drop in the bucket. I know every drop counts, though, or I'd stop trying."

A hundred years ago there were few women in the work force and few women controlling family sizes. Today it looks as though it is just a matter of time until the generation now in school is in a position to define society. "The thin edge of the wedge is there," says Terry. "I don't think that the change can be stopped. It's just slower than I would like it to be." ■

VICE-PRESIDENT NOWLAN SEES \$65 MILLION SHORTFALL AHEAD

THIS YEAR'S SALARY SETTLEMENT IS now history and next year's has already been determined by the Ontario government's Inflation Restraint Act controlling wages and salaries in the public sector. Yet faculty and administration at U of T are still at loggerheads.

At issue is a document issued by David Nowlan, vice-president (research and planning) and registrar, in which three models of income shortfall projections over the next three years point to shortfalls which could be as much as \$65 million by 1985-86.

Faculty association president Harvey Dyck terms the document a "scare tactic", inappropriate at a time when mutual trust within the institution is essential to maintain morale and plan strategy in the face of external pressures. The income and expense projections, Dyck says, are "regrettably simplistic" and "one-sided" and should not be the framework for more detailed planning.

In June, assuming an income shortfall of \$20.6 million in the 1983-84 budget, the University's central administrators imposed a hiring freeze, which resulted in a reduction of about 115 non-academic positions. That vacancy level will be maintained throughout 1982-83, at an anticipated saving of \$2.7 million in salaries and benefits. Another 70 non-academic positions will be eliminated in 1983-84. Meanwhile, 20 academic positions are to be cut this year, and 40 in 1983-84.

Central administration should not be exaggerating the problems and embarking on unilateral measures, says Dyck. "The University has made the most conservative possible assumptions respecting anticipated provincial government funding."

Dyck says he expects the increase in the Ontario government's university operating grants to be well over the five per cent anticipated by the administration. "I can't imagine that the province would come in under 10 per cent," he says.

Also, because Nowlan's document came out before Premier William Davis announced his restraint legislation, no account was taken of the several million dollars that will not have to be shelled out now that employees earning \$35,000 on July 1, 1983, will no longer be eligible for



a merit increase in addition to the across-the-board five per cent increase.

"Moreover," says Dyck, "the University's cheerless 'worst case scenario' is dangerous because it is likely to be self-fulfilling. By agreeing publicly, and in advance, to accommodate whatever fiscal shortfalls government policy may dictate, Simcoe Hall is inviting severe and continuing underfunding."

Nowlan maintains that his shortfalls document can help pave the way to solutions by making the University community aware of the existence and magnitude of the problem. One possible solution, he suggests, might be to set up a fund to "buy out" tenure from individuals who would rather work elsewhere.

"Tenure has its price and the courts have indicated that that's about two years' salary. Of course, it would depend on the individual and on how long that person had been in the system."

Dyck further criticizes Nowlan's document for ignoring the University's potential to increase its income through more effective property management, better run private funding initiatives, and a more coherent enrolment policy.

Nowlan argues that there is little flexibility in the area of enrolments since there will be considerably fewer appli-



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cants in the late eighties yet no less financial pressure.

So the debate grinds on; and when it dies down, another issue is bound to come along because the faculty association and the administration seldom see eye-to-eye.

OUTSTANDING SCHOLAR HONOURED

HE WAS AN OUTSTANDING SCHOLAR whose rigorous research resulted, not in dry academic tomes, but in vibrant books of Canadian history the general public could enjoy.

Renowned as a writer and respected as a teacher, the late Donald Grant Creighton (1902-1979) is being honoured with a memorial fund established by his colleagues and admirers. The Creighton fund will be used to initiate a senior guest lectureship, bringing to U of T outstanding historians whose presentation of their subject — like Creighton's — would be literary, and whose lectures would have wide appeal.

"Some people thought Donald Creighton was a cantankerous old goat and to some extent he was," says Ramsay

Derry. "But he was also a great force, a great influence. This fund is an attempt to perpetuate the energy and drive he brought to the University." Derry was an editor at Macmillan, Creighton's publisher, when their friendship took root. He is now the historian's literary executor.

A pioneer in establishing Canadian history as a legitimate field of study, Creighton is probably best known for his books *The Empire of the St. Lawrence*, *Dominion of the North*, *The Road to Confederation*, *Canada's First Century*, and his two volume biography of Sir John A. Macdonald. These works helped bring him the Canada Council's Molson prize, the Governor-General's award for literature, several major fellowships and numerous honorary degrees. In addition, he was made a companion of the Order of Canada when it was established in 1967.

"Among undergraduates, he was famous for his carefully prepared, thrillingly delivered lectures," says Derry. "Graduate students remember him for his enthusiasm, inspiration, kindness, and his meticulous attention to their work."

Pauline McGibbon is chairman of the Creighton Fund Committee and members are President James Ham, Prof. Eric Beecroft of Western, Prof. Claude T. Bissell, Dean R. Craig Brown, Prof.

J.M.S. Careless, Prof. Ramsay Cook of York, Philip Creighton FCA, Ramsay Derry, Victoria University president G.S. French, Mrs. H.R. Jackman, Henry E. Langford QC, John McClelland, James McCutcheon QC, Donald W. McGibbon, Ralph Mills QC, Charles Taylor, and W.O. Twaits.

Further information about the fund is available from the Department of Private Funding, 455 Spadina Ave., suite 305 (telephone 978-2171).

FIGHTING "IGNORANCE"

WHEN THE FEDERAL GOVERNMENT designates a particular research area "strategic", that judgement is likely to be based not on the views of academic investigators but on a political response to shrillness in the electorate.

Take the earmarked increases, announced last spring, to the budget of the Social Sciences and Humanities Research Council. The government says those increases must go toward research into such trendy topics as women's and native studies and the socialization of children.

At the time, School of Graduate Studies dean John Leyerle denounced this intrusion into academic policy making as "the harbinger of a new ignorance". Now, he and several colleagues have launched a new operation.

To allow excellence to dominate over regional pork-barrelling and other political priorities, a group of prominent individuals from business, industry, and U of T has established an independent sponsoring body for research and scholarship. Established under federal charter as the Canadian Institute for Advanced Research (CIAR), the fledgling research brokerage is based at 434 University Ave. in Toronto. Its success will depend on building up a substantial funding base through private donations.

Dr. J. Fraser Mustard, former vice-president of health sciences at McMaster University and now the CIAR's first president, has the task of making the project "fly" as a long-term venture.

"At present, we're on the ground, with an undercarriage and some wings."

Seed money, amounting to about \$200,000 a year for three years, has been committed by private donors and the Ontario Ministry of Colleges and Universities.

A research council of eminent academics from across Canada has been appointed to identify areas where work needs to be done, and to choose fellows from universities and research centres all

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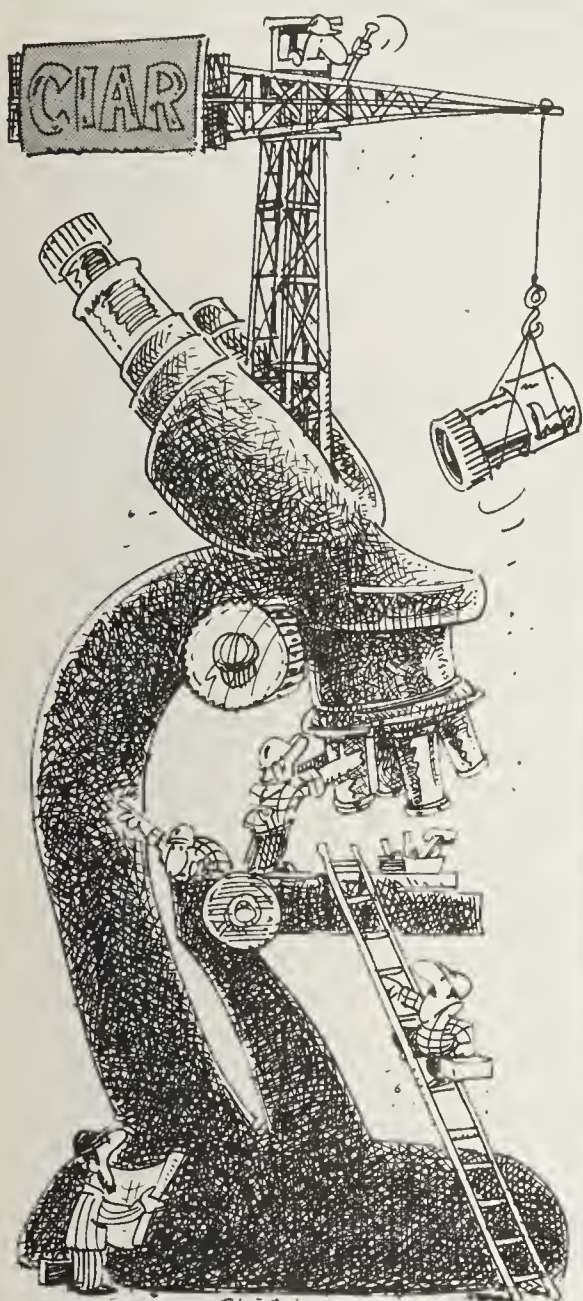
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over the world.

So that the chosen can immerse themselves in their investigations, CIAR will buy them release time from teaching and administrative duties. Ten to 20 senior fellows will draw salaries appropriate to their status as internationally prominent scholars, in addition to receiving financial support for their research. Most will be appointed for five-year renewable terms and will be able to remain in the city where they have been doing their research and supervising their graduate students.

An equal number of promising young junior fellows will receive salaries and financial support for their research and a group of up to 30 associate fellows will retain their institutional affiliations while devoting at least one-quarter of their time to the CIAR and its projects. University facilities used by the fellows will be paid for by the CIAR.

Dr. Mustard admits that building up a funding base might take longer than it would without the current recession but he points out that Princeton's Institute for Advanced Studies, on which the CIAR is partially modelled, opened in 1931, in the depths of the Depression.

NEW CHIEF LIBRARIAN

THE HEART OF THE UNIVERSITY HAS A new head. Marilyn Sharrow, 36, formerly director of libraries at the University of Manitoba, is now U of T's chief librarian.

Her appointment is for seven years but if she upholds tradition, she'll be around much longer than that. Her predecessor, Robert Blackburn, retired last December after 27 years in the post. His predecessor, Stewart Wallace, was in charge for 31 years; and the first chief librarian, H.H. Langton, served from 1892 to 1923.

However upholding tradition is hardly Sharrow's trademark. No sooner had she arrived at Manitoba (from the University of Washington) than she was revising the library system's management structure, stepping up a staff development program, and introducing a new budget procedure to involve staff in the deliberations.

Sharrow's management style is to involve as many people as possible in the decision-making process. She's found that management by consensus makes for better organization.

This year, the Association of Research Libraries ranked the U of T library sixth in North America — after Harvard, Yale, the University of California at Berkeley, UCLA, and Stanford. The ranking is based on volumes held and added, on microforms and serials, on salaries, on operating expenses, and on the number of professional librarians on staff.

What isn't assessed, says Sharrow, is quality — both the quality of the collections and the quality of service to users. Staff aren't the only ones whose opinions she'll be soliciting. She will also be monitoring user expectations to make sure the library is meeting the community's needs.

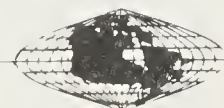
Sharrow realizes budget cuts are a fact of life, but she's convinced there are ways to cut without sacrificing the collection. One approach is to buy paperbacks whenever possible and cover them with clear plastic jackets that sell for about a dollar each. She says the shelf-life is the same as for hardbacks.

Born in California, Sharrow is an American citizen with permanent resident status in Canada. Her husband, Lawrence Davis, a writer, was born in London, Ont.

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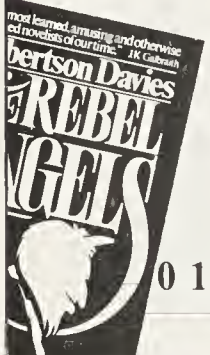


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LETTERS

NOTHING NEW ABOUT BAD WRITING

AN ITEM IN CAMPUS NEWS IN THE Sept./Oct. issue caught my eye. Under the heading "English Proficiency" the article mentioned the lamentable performance of Ontario high school graduates in the two-year old English proficiency test. A sample of one student's attempt was followed by this comment: "Twenty years ago, such a primitive attempt at thought and communication would have kept a student from being promoted beyond elementary school."

In fact, 20 years ago, such primitive attempts not only won promotion from elementary school, but carried their authors all the way to, in the case I am thinking of, fourth year engineering. At that time, a friend of mine who was pursuing a master's degree in philosophy taught philosophy of science to upper year engineering students. In response to an examination question asking for a definition of mysticism, one student wrote: "Mystism is a kinda thot where you would of thot of things as been real when they really werent." According to my friend, this sort of writing and thought was not an isolated case; he was further frustrated by the ruling that, as the course was a "Pass" rather than an "Honours" course, he was not allowed to give failing marks.

Undoubtedly there is very poor writing ability amongst some students nowadays. But the same was evidently true 20 years ago and probably 40 years ago, and so on. We must avoid the "generational fallacy" that assumes that all was perfection "in our day" but that today's youth are by comparison a deficient lot. Perhaps closer attention to new attempts to analyze expository writing into components which can be systematically taught, starting in elementary school, might be more useful to today's students and their teachers and professors.

J.F. Hardacre, M.Ed.
Toronto

Letters may be edited to fit available space and should be addressed:
Graduate Letters, Department of Information Services, University of Toronto,
Toronto, M5S 1A1.

Anecdotes about colourful personalities often become garbled in transmission or even in the memory of the principals, and this letter concerns a small tale about Professor Arthur Woodhouse in Medieval Renaissance in the Sept./Oct. issue.

It is said there that Woodhouse was "denied a PhD by Harvard on account of an inability to pass an exam in Old English." I should like to set the record straight, since I was a close friend of Arthur's and on the ground at the time.

He had done some of the linguistic work required in that period (just how much I forget) and had written all or most of his thesis (on William Collins), but he shrank from the ordeal of reviewing the philology and decided not to present himself for the oral examination, the last step in the doctoral program. Thus, for the time at least, he automatically forfeited the degree which was within reach.

If he had taken the oral he would doubtless have been passed, since committees were not over-severe in regard to the philological bumbling most of us displayed, and since Arthur's intellectual power and literary knowledge would have been manifest. Of course he was to rise far above the need for a PhD.

Douglas Bush
Cambridge, Mass.

I was disturbed to read in the editorial in the Sept./Oct. issue that *The Graduate* may be threatened by the current craze for restraint.

There is no other magazine quite like *The Graduate*. The articles are short, informative and thought provoking — all done with a light touch. The magazine gives us a wide ranging sweep of the areas being investigated by the scholars at the University — a truly renaissance mixture. I would hope *The Graduate* would be expanded rather than reduced. I think the University has a responsibility to tell the public — starting with its graduates — a little bit of what is happening within its cloistered walls.

Long may *The Graduate* continue to publish.

Douglas Scott
Hamilton

Your editorial in the Sept./Oct. issue suggests that there is some question as to continued University support for *The Graduate*. I hope that this is a misapprehension on my part because I consider the magazine to be a bright spot in my reading material. It would be a retrograde step if this "diabolically clever device" were to be endangered by the current and temporary financial problems of academia.

I would also like to point out that the Hon. Marc Lalonde, in his letter, did not comment on one of the more pressing problems relating to the nuclear industry. I refer to the problem of the safe disposal of tailings from uranium mines. In the opinion of many, this is a more substantial problem than that related to the disposal of spent fuel. It is also at the present time a subject of a government commission in Nova Scotia where the prospect of mining uranium deposits is imminent.

Thank you again for a thoroughly enjoyable journal.

*K.R. Rozee, Professor and Head
Department of Microbiology
Dalhousie University*

A fund has been established for a permanently endowed award to be known as the Gordon Hallett scholarship.

Gordon Hallett is widely known across Canada as a pianist and music educator. Still active as a senior member of the staff of the Royal Conservatory of Music and the Faculty of Music, he has contributed enormously to the advancement and enrichment of the musical life of this country.

The scholarship is to be awarded to the

ARCT candidate of each year's convoking class who obtains the highest aggregate mark in both the written and practical portions of the piano teachers' associateship examinations. This aggregate total should be 80 per cent and in the event there is not qualifying candidate in any academic year, the amount of the scholarship will revert to the original fund.

Recognizing the esteem in which Gordon Hallett is held by his present and former students, his friends and his colleagues, we know that many will welcome this opportunity to share in the establishment of this scholarship. Cheques, payable to the Royal Conservatory of Music of Toronto, re Gordon Hallett Scholarship Fund, should be sent to the Conservatory in care of Ian Ross, assistant principal (administration). Receipts will be issued for income tax purposes.

It is hoped to make the first presentation of the Hallett scholarship for the academic year 1983-84. Receipt of donations by Dec. 31, 1982, would help in this though contributions after that date would be equally welcomed.

*William G. Andrews
Toronto*

In reference to \$25 per alumnus, I agree with Josephine Berthier (Letters, March/April) and just in case Bette Stephenson's estimate is correct, here is my \$25 (plus \$10).

If the idea catches on perhaps you could form a janitors' committee.

*Ann McElhinney
Toronto*

Where are they now?

The University tries to keep in touch with its alumni for a variety of reasons, for example, to ensure that they receive *The Graduate*. If you know the whereabouts of anyone on the following list, please send the information to Alumni Records, 47 Willcocks St., University of Toronto, Toronto, M5S 1A1, or telephone 978-2139.

St. Michael's College
Angela Babel, BA (70)
Grace L. Baboolal, BA (71)

Scarborough College
Frances B. Bader, BA (71)

University College
Stefan J. Bachanek, BSc (67)
Paul Babarik, BA (51), MA (53)
Margaret Baerman, née Allen, BA (37)

Faculty of Applied Science & Engineering

Liuben D. Bachvarov, BSc (62)
Victor Bacsfalvi, BSc (60)
Virendra K. Bafna, MEng (69)
Allan P. Bailey, BSc (71)
Ronald Bailey, BSc (71)

Faculty of Education
Elizabeth J. Babcock, BPaed (46)
John A. Bacon, BA (58), BEd (60)
Frank W. Bagnall, BEd (61)

School of Graduate Studies
Fiorella Bachechi, PhD (70)
Susan Bahar, MSc (70)

Faculty of Management Studies
Munawar Baig, MBA (70)

Faculty of Medicine
Marguerite E. Bailey, MD (30)

Faculty of Nursing
Vashti Bailey, BScN (71)

Faculty of Pharmacy
David G. Bailey, BScP (68)

Thank you for your help.

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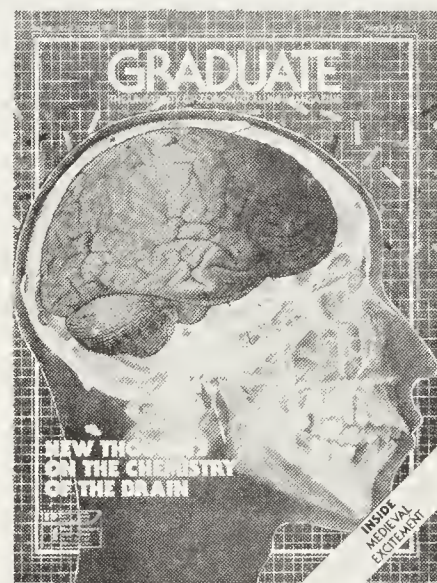
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**THANK
YOU!**

to the many readers who responded to our invitation to become voluntary subscribers to *The Graduate*. To those who intended and forgot, the invitation is still open. Send \$10 to The Graduate, Department of Information Services, University of Toronto, Toronto M5S 1A1 and mark it voluntary subscription.



Carlos Ventura: Seven years old. House no protection from the rain. Family all suffer from colds. Eldest child sickly, weak. Exist on \$30 a month. Cannot hope for improvement.

Won't you answer a little boy's plea?



When you look at Carlos' picture, you can see the mute plea for help in his eyes. Always hungry, often cold, and sometimes even a little frightened, Carlos needs desperately to know that

someone cares. His parents, of course, and his brothers and sisters, give him the warmth of family love. But they too are trapped behind poverty's wall. Their hands are tied—love is all they can give. Food, better clothing, a decent house—impossible to buy on \$30 a month. Sometimes, it all seems hopeless—except to the very young. Carlos still has *his* dreams. He's still young enough to believe that someday they might actually come true—that someday, someone will reach out with their help.

Won't you answer a little boy's plea? Even though, by the time you read this, someone will have opened their heart to Carlos, his plea is echoed over and over in the sad, wide eyes of thousands of children overseas. There is so much you can do to help a child. Foster Parents Plan can show you how. For just a few dollars a month, you can improve a child's diet and that of this whole family; help them to rebuild their home; put doctors, dentists and education within their reach. Please won't you help? Fill out the coupon below today, or call our toll-free number.

Janice J. Tait, commenting in the Sept./Oct. issue on Dean Slemon's quotation in *Campus News* of May/June, bemoans co-operation with Saudi Arabia on grounds of women's rights. If Canada is to stamp its cultural design on far flung sections of the world, and demand a self-righteous accounting for historical and religious realities as the pre-condition for even such minimal common exchange as obtains between academic centres, our conception of intellectual reciprocity would indicate to the world that we have nothing to offer worth accepting.

Dennis Healey
Toronto

The fact that the world has not yet experienced a major accident at a nuclear power plant makes it more not less likely that sooner or later it will, as any first year logic student should know.

The point about nuclear waste is that it remains so dangerous for so long it seems certain that sooner or later it will start working its peculiar magic on the world. That a long list of other waste seems more dangerous in the short run does not alter this reality.

George Hendry
Highland Creek

Keep it up! Enjoy the excellent articles, then pass *The Graduate* on to a friend (Ottawa grad) who also reads them, and does the puzzle.

Thank you.

A. Elizabeth Tatham
Penetanguishene

I have been impressed with both the form and content of *The Graduate* in its most recent incarnation. The articles have a lot of meat.

Noted is your low key request for contributions in *The 18% Solution* in the Sept./Oct. editorial. Your quiet campaign has been so quiet I have been unaware of it. Enclosed is a cheque for \$25.

Keep up the good works.

R. Leigh Glover
Yonkers, N.Y.

Enclosed is my cheque for \$10. When *The Graduate* first came in my thought was: "Not another magazine!" But now every issue is welcomed and read almost cover to cover. It keeps me in touch with developments, problems and achievements in so many different departments of the University. Thank you.

Jean Purkis
Toronto

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AP1 100 CPI

UNIVERSITY NEEDS TIME, TALENT AND MONEY—YOURS!



ALUMNI CONTRIBUTIONS OF TIME, talent and money will be more important than ever during the coming years as the University faces the prospect of record deficits, Governing Council chairman John Whitten told the orientation meeting of the UTAA at Hart House on September 21.

Orientation is an annual event designed to acquaint new directors with some of the inside workings of the University as well as the workings of the University of Toronto Alumni Association itself. Ruth Davis (Meds 5T1) was in charge of a full evening that included a short reception and light buffet, John's view from the Chair and a discussion period during which directors were divided into three groups, each exploring a different aspect of the University elephant. In addition to the chairman, Elizabeth Pearce (alumni governor and chairman of the Planning and Resources Committee of Council) and Joyce Forster (alumni governor and chairman of the Committee on Campus and Community Affairs of Council as well as one of the alumni representatives on

the Executive Committee) offered their services as group leaders.

During a short business meeting UTAA president Ed Kerwin presented nominations for the alumni places on the Board of Trustees of the Banting Research Foundation. Elizabeth Pearce chairs the board this year and the new alumni representatives elected for a three-year term are President Kerwin (St. Mike's 6T8) whose legal skills will be a useful addition, and Brian Barbeau (Trinity 6T6) a vice-president and treasurer of Prudential Insurance who has had extensive experience as an investment counsellor. The evening ended with a reception at which Chancellor George Ignatieff was host.

Voted most popular event of the evening by a large margin: Alumni House's Glenna Sims and her two male cohorts who led the assembly in a rousing rendition of *The Blue and White* followed by a bit of energetic cheerleading as advance warm-up for the Homecoming weekend to come.

Homecoming parade on Sept. 25.



MORE ABOUT THE SENIOR SERVICE

AS USUAL THE SENIOR ALUMNI'S TWO lecture series "Canadian Perspectives", their fitness for seniors program, and pre-retirement lectures were filled to capacity this fall. Senior Alumni correspondent Paul C. O'Neill also reports that the volunteer branch, Alumni Talent Unlimited, has received a donation of \$500 for its work in a special project that has taken almost two years to complete. The award comes from the Ontario Council for University Continuing Education and is given in recognition of the work of three ATU members who have spent several mornings each week over the past two years sorting hundreds of letters, briefs, reports and papers in the university's School of Continuing Studies. During the present austerity there has been no support staff to perform this important work.

OCUCE president Warren Jevons paid tribute not only to the work but to the "dynamism that helped maintain momentum over a long period of time". Harold Aggett, ATU chairman, said he was delighted to receive the award which could only be accepted because it was offered by an organization outside the U of T. ATU serves the University without monetary rewards. During the past year 150 volunteers have completed 20 separate volunteer projects.

EXERCISE YOUR PRIVILEGES

ALUMNI AFFAIRS DIRECTOR BERT PINNINGTON reports with pleasure that out-of-town alumni will now be able to make use of the University's outstanding athletic facilities. (In-town alumni are, of course, still eligible for full membership in the Athletic Centre at special alumni rates.)

Under the new agreement worked out with the Athletic Centre, out-of-town alumni will have full privileges at the centre whenever they're in town. All that's required is a card which you can pick up at Alumni House, 47 Willcocks St.

Cards will be supplied to all those who can supply proof that they are alumni (how about your *Graduate* label?) and they are good for as long as you want to use them. There will be a \$5 deposit for towel and locker privileges.

This excellent new service for out-of-town alumni arose from a suggestion of student governor Christine Vercoe, representative of the part-time students, to last year's Governing Council Committee on Campus and Community Affairs. Full marks to Chris for the idea, Bert for picking it up, and Eric McKee of Vice-President Alexander's staff and the Department of Athletics and Recreation for implementing it so promptly.

EDNA PARK: WITH GRATITUDE

THIS YEAR'S EDNA PARK LECTURE struck a sad note — it's the first of these annual programs sponsored by the Household Science Alumni to take place since Miss Park's death on January 27, 1982. As might have been expected from so loyal a graduate, Miss Park left the

ELECTION OF CHANCELLOR

On behalf of the College of Electors, the chairman, the Hon. Mr. Justice Potts, has issued a call for nominations for the position of Chancellor at the University of Toronto for a term of office commencing July 1, 1983 and ending June 30, 1986.

The present Chancellor, Dr. George Ignatieff, is eligible for re-election.

The Chancellor of the University is an *ex officio* voting member of the Governing Council and its standing committees and the Honorary President of the University of Toronto Alumni Association.

The Chancellor is Chairman of Convocation and confers all degrees.

Eligibility

The University of Toronto Act, 1971 stipulates that the Chancellor must be a Canadian citizen.

Nominations

Necessary nomination forms and information may be obtained from the secretary, College of Electors, room 106, Simcoe Hall, University of Toronto, Toronto, M5S 1A1; telephone (416) 978-6576.

Nominations must be in the hands of the secretary of the College of Electors by 4 p.m., Friday, March 25, 1983.

University a substantial legacy and it is fitting that the lectures should continue as a permanent memorial.

This year's speaker was Victoria Dibbern, a food technologist with the U.S. Army Foreign Science and Technology Center in Virginia, and her topic was "Feeding the Soldier around the World". Continuing a tradition she and her sister established, Ruth Park (U.C. 2T0) entertained guests before the lecture in the Medical Sciences Building on November 5.

OUT ON THE LIMBS

BRANCH PROGRAMS CONTINUE TO PUT alumni in touch with the brightest lights from the home campus. By the time you read this:

Washington Branch

and the Associates of Trinity College will have sponsored a joint evening at the Canadian Embassy on October 14 with Trinity's distinguished Provost Kenneth Hare as speaker. Prof. Hare was last year's winner of the Alumni-Faculty Award. Paul Cadario is president of the Washington Branch, Fran Allin of the Associates of Trinity College Inc. and Roger and Lorna Anderson were in charge of tickets.

Montreal Branch

met over coffee and dessert at the McGill Faculty Club to hear J. Tuzo Wilson's lec-

ture: "Exciting the Public about Science Education". Dr. Wilson is currently director of the Ontario Science Centre but was, of course, the first principal of Erindale. McGill Graduate Society members were invited to attend and Helen Jones and Dr. Marie Gharghoury were in charge.

Ottawa Branch

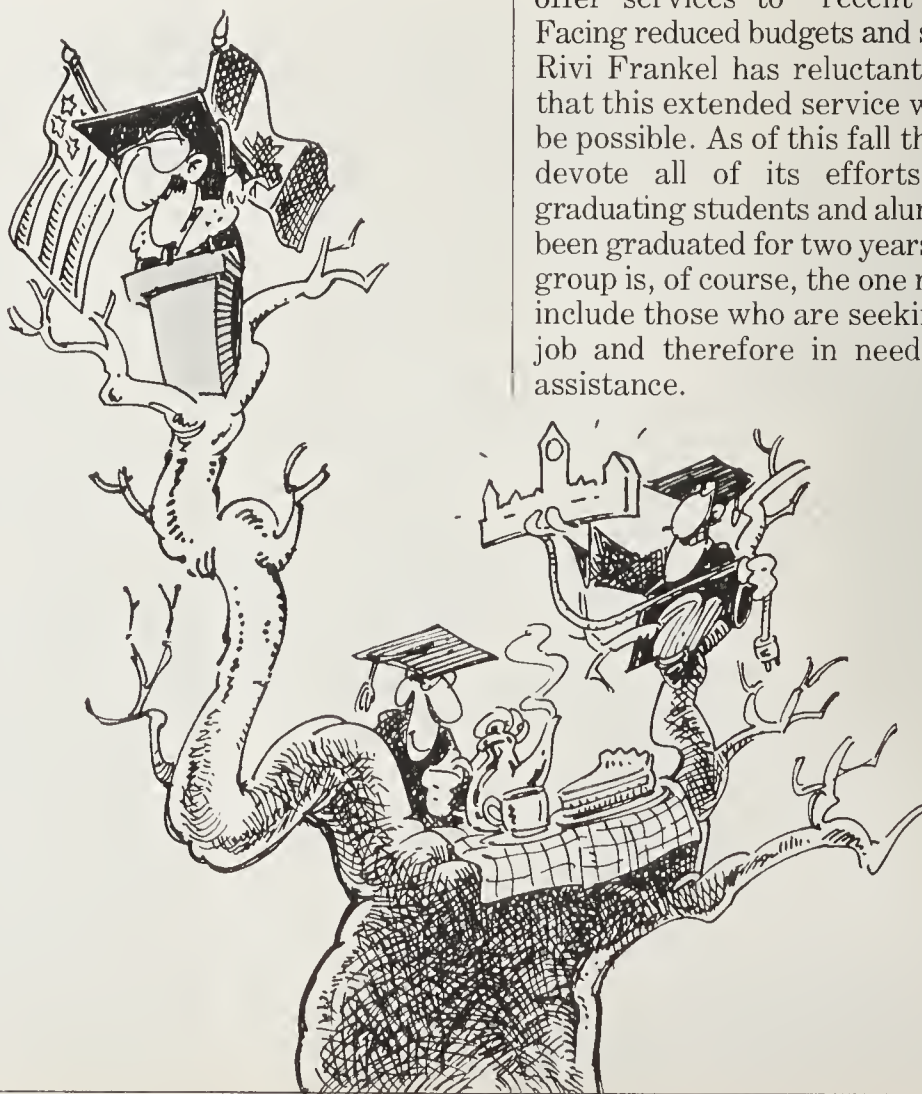
met on October 18 at the Chateau Laurier to hear Dean Gordon Slemon of Engineering. It was their annual Illustrious Prof Night and Dean Slemon who holds degrees from our own faculty in electrical engineering and the University of London and has held appointments at the Imperial College of Science and Technology and the Nova Scotia Technical College as well as with the Colombo Plan certainly fills the bill. Beverley Bates was in charge of tickets.

Director on the Run

Director of Alumni Affairs Bert Pinnington was the guest of honour at Victoria Branch on October 28. On the same trip Bert also consulted with the Vancouver, Calgary and Winnipeg branches.

SOMEWHAT DISPLACED

FOR A NUMBER OF YEARS U OF T'S Career Counselling and Placement Centre has carried the name of any alumnus or alumna on its permanent job registry although its actual mandate was only to offer services to "recent graduates". Facing reduced budgets and staff, director Rivi Frankel has reluctantly concluded that this extended service will no longer be possible. As of this fall the centre will devote all of its efforts to placing graduating students and alumni who have been graduated for two years or less. This group is, of course, the one most likely to include those who are seeking their first job and therefore in need of greatest assistance.



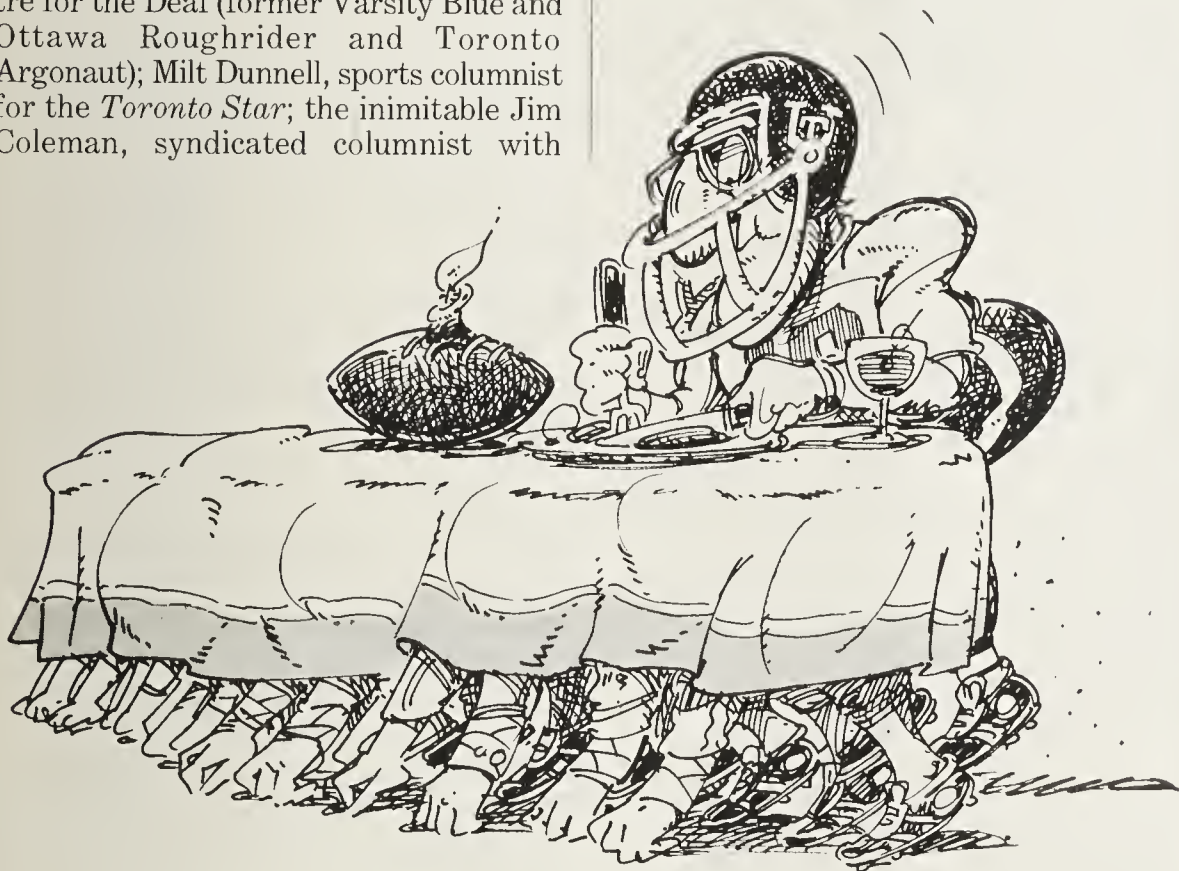
MONDAY MORNING QUARTERBACKS MEET TUESDAY AND WEDNESDAY

FOLLOWING THE SUCCESS OF ITS inaugural sessions last year, U of T's Quarterback Club was back with an even bigger and better program. The \$50 annual membership included two season's tickets in the special T-holders section of Varsity Stadium for all Blues home games and invitations to four luncheon meetings (\$10 each, guests \$12), one held on Tuesday and the other three on Wednesdays in September and October.

The luncheons featured outstanding speakers: Rev. Bob Rumball of the Centre for the Deaf (former Varsity Blue and Ottawa Roughrider and Toronto Argonaut); Milt Dunnell, sports columnist for the *Toronto Star*; the inimitable Jim Coleman, syndicated columnist with

Southam newspapers; and the captain of the Big Blue Machine himself, Premier William Davis (U.C. 5T1).

Last year's club not only provided an enjoyable program for members but was instrumental in stirring up a good deal of alumni interest in our Blues (sometimes the only winning team in town). The many former players who joined were also able to generate a good deal of media interest and support for the team. If you missed it this year, get in touch with Paul Carson at the sports information office in the Athletic Centre, 55 Harbord St., University of Toronto, Toronto, M5S 1A1, and make sure you are on the mailing list for next year.



HELLO OUT THERE

COMMUNICATIONS STRATEGY AND METHODS loom large in this year's UTAA priorities. George Edmonds (Vic 4T8) is chairing a strong committee which includes Hart Hansen (U.C. 8T2) and Joanne Uyede (Innis 6T9). Under discussion: new and improved ways of bringing all 200,000-plus of us closer in touch and keeping us better informed while printing costs rise exponentially and 30-cent mail puts mass mailings in the luxury class.

Other major UTAA committees and their chairmen are: University Government — Mr. Justice Potts (Joe Potts, U.C. 4T9) of the Supreme Court of Ontario; Student Relations — Doug Leeies (Erindale 7T1); Fund Raising — Ted Wilson (Forestry 5T9 and MScF 7T0); Planning

— Ruth Davis (Meds 5T1). The University Affairs Committee has yet to name a chairman.

Ted Wilson is also in charge of UTAA fund raising and reports with satisfaction that the insurance plan has far exceeded its expected targets and the sale of U of T clocks is well ahead of projections. These special fund raising projects of UTAA have a value to the University that far outweighs their actual dollar amounts (although they're substantial). Previous projects have permitted purchase of hoods for graduation (those who graduated prior to 1960 will find it hard to believe but for over a decade our students graduated with an all-purpose hood which was ritually dipped over each of their heads) and improvements in the Convocation Hall sound system that make it possible to hear well beyond the first three rows.

ALUMNI NOMINATIONS SOUGHT

The Hon. Mr. Justice Joseph Potts, chairman of the College of Electors, has issued a call for nominations for three alumni representatives on the University's Governing Council, to serve terms from July 1, 1983 to June 30, 1986. Retiring this year are Douglas C. Appleton, Trinity 4T7; Joyce Forster, University College 4T6; and Burnett M. Thall, Engineering 4T5, PhD 5T0. All are eligible for re-election.

The deadline for nominations is 4 p.m., Friday, February 25, 1983. Candidates will be invited to meet with the College of Electors on April 25.

A candidate must be an alumnus/a of the University and must not be a member of the staff or a student in the University; must be willing to attend frequent meetings of the Governing Council and its committees; and must be a Canadian citizen.

The University of Toronto Act, 1971 as amended by 1978, Chapter 88 defines alumni as "persons who have received degrees or post-secondary diplomas or certificates from the University, or persons who have completed one year of full-time studies, or the equivalent thereof as determined by the Governing Council, towards a degree, diploma or certificate and are no longer registered at the University."

Nomination forms may be obtained by writing the secretary, College of Electors, room 106, Simcoe Hall, University of Toronto, Toronto, M5S 1A1, or by telephoning (416) 978-6576.

HELP WANTED

IF YOU'RE DOING YOUR SPRING CLEANING a little late or settling an estate please check for old copies of *Torontonensis*. (For the benefit of recent graduates *Torontonensis* was the excellent student-produced yearbook which was given to graduating students in earlier years. Like other pleasant customs, it disappeared during the sixties when no one could be found willing to do the work.) The Department of Alumni Affairs is urgently in need of back copies for 1901, 1929, 1952, 1954, 1955, 1956, 1961, 1963 and 1965. Jane Moffatt at Alumni House, 978-2367, will arrange pick-up if you can't drop it in to 47 Willcocks Street.

ANXIETIES OF ENGINEERING & MEDIEVAL PLEASURES

LECTURES

Anxieties of Engineering: A Literary View.

Thursday, Dec. 2.

Dean Theodore Ziolkowski, Princeton University; School of Graduate Studies Alumni Association series. Room 3, New Academic Building, Victoria College. 8 p.m.

Information: Department of German, 978-4925.

North America the Good.

Thursday, Dec. 2.

Prof. W.T.R. Fox, Columbia University; 1982-83 Claude T. Bissell visiting professor of Canadian-American relations; second in series, "North America in World Politics". George Ignatieff Theatre, Trinity College, Devonshire Place. 8 p.m.

Information: Centre for International Studies, 978-3350.

Architecture & Landscape Architecture.

Thursdays, Dec. 2, 9 and 16.

Speaker Dec. 2 will be Prof. Eldon Beck, University of California, and landscape architect, Berkeley; speaker Dec. 9 from Mathers & Haldenby, architects, Toronto. Last three in fall evening lecture series sponsored by Toronto Masonry Promotion Fund; spring series will begin in January.

Auditorium, Medical Sciences Building, unless otherwise announced. 8.15 p.m.

Information: Faculty of Architecture & Landscape Architecture, 978-5038.

The Labour Movement and the University.

Monday, Dec. 6.

Lynn Williams, United Steelworkers of America; first Larry Sefton Memorial Lecture, Woodsworth College and Centre for Industrial Relations. George Ignatieff Theatre, Trinity College, Devonshire Place. 8 p.m.

Information: Woodsworth College, 978-5340.

The Assyrian Army on the Middle Euphrates.

Wednesday, Jan. 12.

Prof. T. Cuyler Young, Jr., Department of Near Eastern Studies and West Asian Department, ROM. Medical

Sciences Building, room to be confirmed. 8 p.m.

Information: Society for Mesopotamian Studies, 978-4769.

Lectures in Peace Studies.

Thursday, Jan. 13.

Prof. Kosta Tsipis, Massachusetts Institute of Technology; fourth in series of six public lectures offered by U.C. and co-sponsored by Science for Peace to provide understanding of possible contributions of scholarship to the advancement of peace. West Hall, University College. 8 p.m.

Information: University College, 978-3184 afternoons only.

CONFERENCES

Revolution and Romanticism, 1776-1848.

Monday, Jan. 17 to Friday, Jan. 21.

Annual U.C. symposium, topics to be discussed include the American and French revolutions, radical agitation in England, romanticism in literature, art and music; names among the topics include Rousseau, Washington, Blake, Turner, Delacroix, Wagner, Viollet-le-Duc, Comte and Mill (father and son). Program of talks will be complemented by films, concerts every afternoon at four, a production by the U.C. drama program of Gogol's *The Government Inspector*, and an exhibition of Blake books and drawings, etchings and watercolours by his disciples.

Information: University College, 978-8746 or 978-2531.

Medieval Pleasures.

Wednesday, Jan. 26 to Friday, Jan. 28.

Annual medieval colloquium at Scarborough College.

Information: Division of Humanities, Scarborough College, 1265 Military Trail, West Hill, M1C 1A4; 284-3197.

Listings were those available at press time. Readers are advised to check with the information telephone numbers given in case of changes. Letters should be addressed to the department concerned, University of Toronto, Toronto, M5S 1A1, unless otherwise indicated.

CONCERTS

ROYAL CONSERVATORY OF MUSIC

Faculty Concert Twilight Series.

Thursday, Dec. 2.

John Druspe, piano.

Thursday, Dec. 16.

Susan Prior and Alison Melville, recorders and baroque flutes.

Thursday, Jan. 20

Yaakov Geringas, violin, with Marina Geringas, piano, David Hetherington, cello, and Kent Teeple, viola.

Concert Hall. 5.15 p.m.

Admission \$2, students and senior citizens \$1.

Royal Conservatory Orchestra.

Friday, Dec. 3.

Guest conductor and soloist Oskar Shumsky.

Friday, Dec. 17.

Guest conductor Daniel Lewis.

Friday, Jan. 14.

Guest conductor Eleazar de Carvalho.

Friday, Jan. 21.

Guest conductor James Yannatos.

Friday, Jan. 28.

Guest conductor Dale Clevenger.

All concerts in Church of the Redeemer, Bloor St.W. and Avenue Road. 8 p.m.

Tickets \$7.50, \$5 and \$3.50.

Tickets available from Conservatory box office, 978-3797.

Faculty Concert Noon Hour Series.

Wednesday, Dec. 8.

Stephen Satory, piano.

Wednesday, Jan. 19.

Pamela Scothorn, flute, with Hilda Wu, piano.

Wednesday, Jan. 26.

Helen Hardy, piano.

Concert Hall. 12.15 p.m.

Admission \$2, students and senior citizens \$1.

Art Gallery Sunday Concert Series.

Dec. 19 and Jan. 16.

Royal Conservatory Chamber Choir, conductor Denise Narcisse-Mair.

Third and fourth of eight concerts made possible by grant from Gannett Foundation Inc. Walker Court, Art Gallery of Ontario. 3 p.m.

Information on all Conservatory concerts available from publicity office, 978-3771.

**EDWARD JOHNSON BUILDING.
Faculty of Music Jazz Ensemble.**

Saturday, Dec. 4.

Under direction of Phil Nimmons and David Elliott. MacMillan Theatre.

8 p.m.

Tickets \$4, students and senior citizens \$2.50.

U of T Concert Band.

Sunday, Dec. 5.

Conductor Melvin Berman.

Sunday, Jan. 30.

Conductor Christopher Weait.

MacMillan Theatre. 3 p.m.

John Tuttle, Organist, Plays Johann Sebastian Bach.

Sunday, Jan. 9.

Walter Hall. 3 p.m.

Lorand Fenyves and Friends in Concert.

Tuesday, Jan. 11.

Walter Hall. 8 p.m.

Tickets \$7, students and senior citizens \$4.50.

Alumni Series.

Tuesday, Jan. 18.

Robert Aitken, flute, and Patricia Parr, piano. Walter Hall. 8 p.m. Last in series of four in co-operation with CBC Radio. Tickets \$8, students and senior citizens \$4.50.

U of T Wind Symphony.

Sunday, Jan. 23.

Conductor Stephen Chenette.

MacMillan Theatre. 3 p.m.

U of T Symphony Orchestra.

Saturday, Jan. 29.

Conductor Victor Feldbrill. MacMillan Theatre. 8 p.m.

Tickets \$4, students and senior citizens \$2.50.

Information on all concerts in Edward Johnson Building available from box office, 978-3744.

PLAYS

Glen Morris Studio Theatre.

Nov. 30 to Dec. 4.

"The Lady's Not for Burning" by Christopher Fry.

Jan. 4 to 8.

"Twenty Percent Light" by Tim Fort.

Jan. 18 to 22.

"She Stoops to Conquer" by Oliver Goldsmith.

Graduate Centre for Study of Drama season at Studio Theatre, 8 Glen Morris St. Performances at 8 p.m. Tickets \$2.

Information, 978-8668.

Hart House Theatre.

Jan. 12 to 15 and 19 to 22.

"The Homecoming" by Harold Pinter.

Third of four plays, Graduate Centre for Study of Drama 1983 season. Performances at 8 p.m. Tickets \$6, students and senior citizens \$3.

Information, 978-8668.

Scarborough College.

Jan. 20 to 22.

"Duck Variations" by David Monet and "Impromptu" by Ted Mosel. Scarborough College Drama productions in TV Studio One. Performances at 8 p.m.

Information, 284-3126.

EXHIBITIONS

Erindale College.

Nov. 10 to Dec. 3.

Focus on Handwoven Fabrics; compiled by Ontario Crafts Council.

Dec. 6 to 31.

George Hunter, photographs.

Jan. 6 to 27.

Penelope Glasser, paintings — dream imagery.

Gallery hours: Monday-Friday, 10 a.m. to 9 p.m.; Saturday-Sunday, 2 to 5 p.m.

Scarborough College.

Nov. 29 to Dec. 17.

Mark Critoph, prints.

Jan. 3 to 22.

Janis Hoogstraten, drawings.

Jan. 24 to Feb. 12.

Exhibition in conjunction with medieval colloquium.

Gallery hours: Monday-Thursday, 9 a.m. to 7 p.m.; Friday, 9 a.m. to 5 p.m.; Sunday, 2 to 5 p.m.

MISCELLANY

Fall Convocation.

Wednesday, Nov. 24.

Provost F. Kenneth Hare, Trinity College, recipient of the 1982 Alumni-Faculty Award, will address Convocation.

Thursday, Nov. 25.

Friday, Nov. 26.

Prof. H. Gordon Skilling, honorary graduand, will address Convocation. Convocation Hall. 8.15 p.m.

Men's Hockey.

Wednesday, Dec. 1

Blues vs Brock.

Wednesday, Jan. 12.

Blues vs Western.

Wednesday, Jan. 19.

Blues vs Ryerson.

Friday, Jan. 21.

Blues vs Laurentian.

Friday, Jan. 28.

Blues vs Waterloo.

Varsity Arena. 7.30 p.m.

Tickets reserved \$4 and \$3, unreserved \$2.

Information and other intercollegiate schedules: Department of Athletics & Recreation, 978-3443 or 978-3437.

Convocation.

Saturday, Dec. 4

Faculty of Theology, University of St. Michael's College; honorary graduand, Rev. John M. Kelly. St. Basil's Church. 2.30 p.m.

Please note change.

Y.A.A. Christmas Party.

Saturday, Dec. 4.

Young Alumni Association Christmas party and film night will feature "It's a Wonderful Life" with James Stewart and all-the-popcorn-you-can-eat. Cash bar in pub. Innis College. 8 p.m.

Admission \$2.

Information: Department of Alumni Affairs, 978-8990.

Erindale College.

Monday, Dec. 6

Registration for athletics and recreation winter session including dancercise, ballet, fitness, judo, squash.

Information: Athletics & Recreation, Erindale College, 828-5268.

Principal's Christmas Party.

Sunday, Dec. 12.

Annual Erindale event: carol singing with Mississauga Youth Choir, refreshments, Santa Claus, entertainment — Jabberwock Full Theatre Company production of "Child's Christmas in Whales". Meeting Place, South Building, Erindale College. 1.30 p.m. Tickets U of T alumni and staff \$4, children \$3.

Information, 828-5214.

Hart House New Year's Eve.

Friday, Dec. 31.

Alumni are invited to join in celebrations at Hart House including buffet and dancing in the Great Hall, music by Cabbagetown Strutters and Harvey Silver Orchestra. Tickets \$26 before Dec. 4, thereafter \$31; group rates available.

Information: Hall Porter, 978-2452.

Victoria Women's Association.

Wednesday, Jan. 26.

Speaker at meeting will be W.L. Wheler, director of external relations and development at Victoria. Wymilwood, Victoria College, Charles St. W. 2 p.m.

Information: Mrs. J.B. Archer, 274-2004.

THE GRADUATE TEST NO. 18

THE WINNER OF THE GRADUATE TEST No. 17 in the Sept./Oct. issue will be announced in the Jan./Feb. issue. In the meantime, the solution.

For Test No. 18, the U of T Press has generously provided *Iron*, by Eric Arthur and Thomas Ritchie, a lavishly illustrated history of cast and wrought iron in Canada from the 17th century to the present.

In addition, five runners up will be given *The Fleury Play of Herod*, edited and translated by Terence Bailey. These copies of a medieval Christmas play with the music for the Latin songs and a complete facing-page English translation have been contributed by the Pontifical Institute of Mediaeval Studies.

Entries must be postmarked on or before Dec. 31. The solution will be in the next issue; the winners in March/April.

Address entries to: The Graduate Test, Department of Information Services, University of Toronto, Toronto, M5S 1A1. And please don't forget to include your name and address.

ACROSS

1. Retrospective look at canal on Jupiter? (4)
4. Catch associate who lost right to return. (6)
9. RCMP is about to be parsimonious (6)
10. Current lock for Jane Fonda? (7)

Solution to The Graduate Test No. 17.

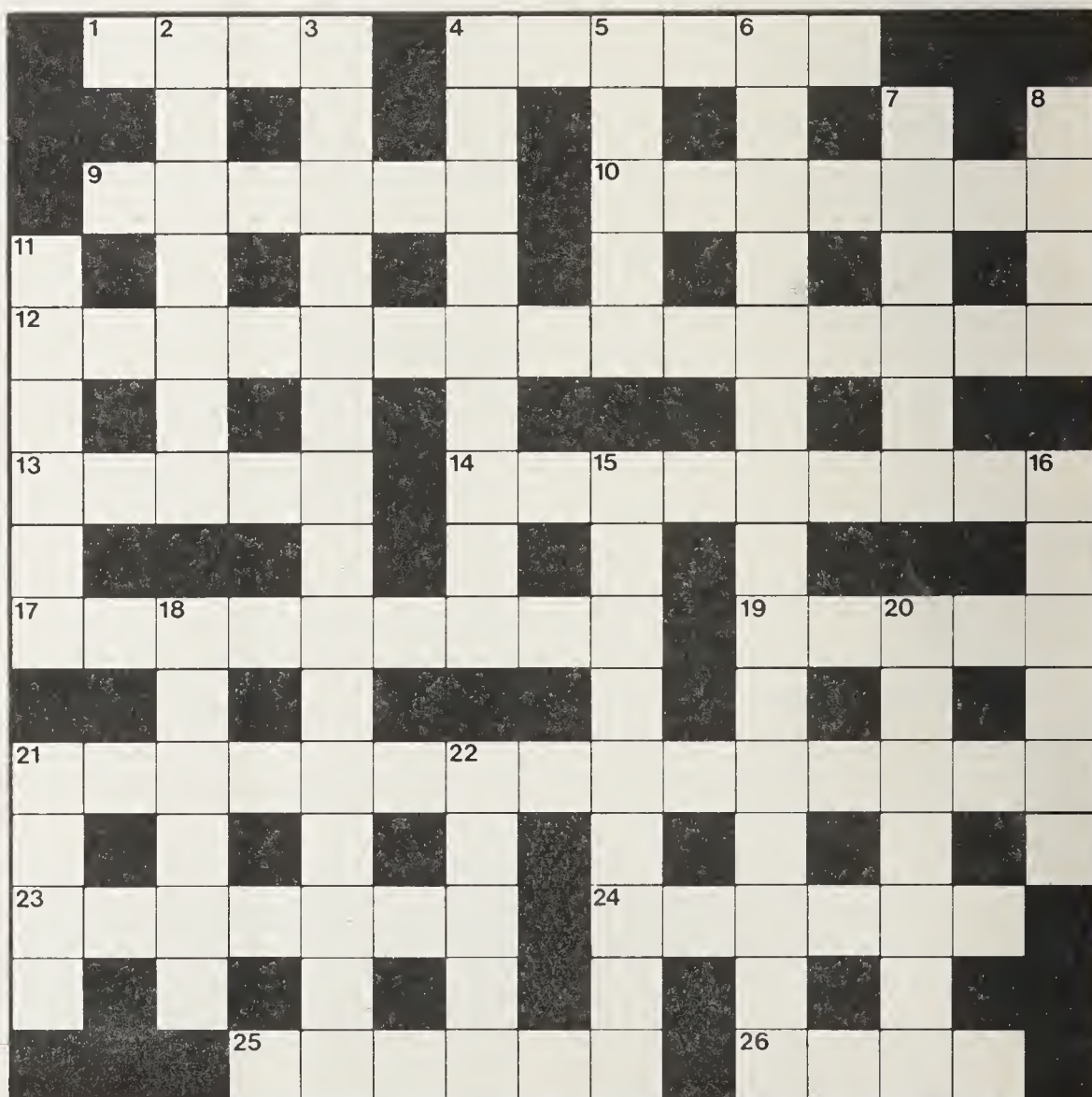
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12. Skipper, jumper, entertainer (7,8)
13. Witches lost a hundred kilns? (5)
14. Listen, I tell lies about man from Reykjavik (9)
17. Religious act dispatched around a crowd (9)
19. Keeps on without finishing difficult afterthought (5)
21. Author, part of right group, has degree (U of Guelph): our President? (8,7)
23. Mean way to show anger (7)
24. Valet for a superhero (6)
25. One insect let out another insect (6)
26. Regret about penny is offensive (4)

DOWN

2. One who got away played sword around Society for Creative

- Anachronism (7)
3. Carries sails past different way up (6,9)
4. Used to be thoughtful, dear (9)
5. Put it up — a sun god's turban (5)
6. Seeker of names says gold robe is about right — better about His Holiness (9,6)
7. Raised a revolutionary after beginnings of revolt (6)
8. Capital for solo stunt (4)
11. Fool holds half crowns horizontally (6)
15. Well-cooked bites: meal is worthy of respect (9)
16. Recover summary (6)
18. Lodged a member in the heart of Macedon (6)
20. Tried again: about right in position of command (7)
21. Exchange with feet up (4)
22. Put up before court (5)



Kananginak presents "The Loon and the Fish"



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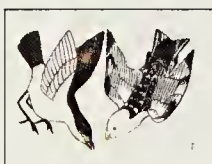
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